DOCUMENT RESUME

ED 311 902 IR 052 893

AUTHOR Burge, Elizabeth J.; And Others
TITLE Developing Partnerships. An Investigation of Library-Based Relationships with Students and Educators Participating in Distance Education in Northern Ontario.
INSTITUTION Ontario Inst. for Studies in Education, Toronto.
PUB DATE Oct 88
NOTE 185p.; Major funding for this project was provided by a grant from the Northeast Regional Coordinating Center of Contact North.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Libraries; Andragogy; *Distance Education; Foreign Countries; Higher Education; *Information Networks; Library Instruction; Library Personnel; Library Role; *Library Services; Models; Public Libraries; *Shared Resources and Services; User Needs (Information)
IDENTIFIERS *Ontario

ABSTRACT

The Developing Partnerships project is a 5-year program intended to develop distance education programs in institutions of higher education in Northern Ontario, to establish an extensive information network called Contact North/Contact Nord, and to conduct research into areas considered appropriate for quality distance education delivery. The objectives of the project were to document: (1) how distance learners currently manage with the present limits of material resources and human services from various libraries; (2) what problems with resources and services are experienced directly by four constituencies--the students, academic and public library staff, and faculty; (3) what ideas those constituents have for upgrading material resources and people-based services; and (4) what changes or continuities in library practice are needed in order to carry out realistic and creative recommendations for distance education development. To elicit information from the four groups involved, four unique surveys were administered. The results of the survey are reported in terms of the study objectives for each of the constituencies and a model for developing partnerships is proposed. Recommendations designed to operationalize the relationships between the components of the model conclude the narrative report, which also includes the basic assumptions underlying the study, a literature review, and a description of the methodology. Copies of the four surveys, 19 tables depicting the results of data analyses, and a 65-item selected bibliography on library services to off-campus students are appended. (59 references) (SD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED311902

Developing Partnerships

An Investigation of Library-Based Relationships With Students and Educators Participating in Distance Education in Northern Ontario

E. J. Burge
J. E. Snow
J. L. Howard

Ontario Institute for Studies in Education
October 1988

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Judy Roberts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR053493

Contact North / Your Distance Education Network
Contact Nord / Votre reseau educatif a distance

This project is funded by the Government of Ontario
Ce projet est subventionne par le gouvernement de l'Ontario

BEST COPY AVAILABLE

TABLE OF CONTENTS

		Page
Acknowledgements		i
List of Tables		ii
List of Appendices		iv
I	INTRODUCTION	
1.	Background	1
2.	Project Objectives	1
3.	Rationale for the Study	2
4.	Project Design Consultations	6
II	LITERATURE REVIEW	8
III	METHODOLOGY	
1.	Developing the Survey Instruments	12
2.	Administering the Questionnaire	15
3.	Analyzing the Data	17
4.	Confirming the Findings	18
IV	ANALYSIS OF RESULTS	
A.	Descriptive Highlights	
1.	Public Library Staff	19
2.	Academic Library Staff	27
3.	Faculty and Instructors	33
4.	Students	39
B.	Interviews	
1.	Data Access	52
2.	Data Delivery	55
3.	Relationships	55
4.	General Societal Trends	60

V RECOMMENDATIONS

1. Introduction 62
2. A Model for Developing Partnerships 64
3. Recommendations 66

TABLES 76

REFERENCES 86

APPENDICES

Acknowledgements

No extensive research study is completed without the help and guidance of many people. The authors wish to give special acknowledgement to Judith Roberts, Director of the Northeast Regional Coordinating Centre, Contact North/Contact Nord, and to Marian Croft, Director, Centre for Continuing Education, Laurentian University, for their recognition of the roles of libraries in distance education.

Some librarians have been mentioned in the report -- those who acted as our formal advisory teams. Other library staff across Northern Ontario generously gave their time and insights for the interviews in early October.

We extend our thanks to the members of the Council of Ontario Universities Distance Education Committee (COUDEC) who have long recognized the importance of extending library and information services throughout Ontario for distance learners and who supported the development of the proposal for this study. Other professional groups, in particular the Ontario Council for University Continuing Education, have provided encouragement and financial support.

At OISE, we thank Doug Hart and Bill Postl for their assistance in instrument design and statistical analysis, Ellen Jeske and Lynn Romero for their miraculous word processing and text layout skills and Valerie McHugh for her creative computer graphics.

List of Tables

Table III.1	Number of Surveys Sent and Returned by Four Constituent Groups
Table III.2	Breakdown of Student Sample by Institution
Table IV.1	Availability of Communication Technologies to Public Library Staff
Table IV.2	Adequacy of Levels of Staffing in Libraries as Perceived by Public Library Staff
Table IV.3	Services Provided Very Often or Often to Distance Education Students by Public Library Staff
Table IV.4	Main Reasons Why Students Do Not Use Library Services
Table IV.5	Level of Comfort of Library Staff with Selected Library Tasks
Table IV.6	Role of Public Library Staff in Providing Service to Distance Education Students
Table IV.7	Adequacy of Staffing Levels as Perceived by Academic Library Staff
Table IV.8	Main Reasons that Students Enroll in Distance Mode Courses as Perceived by their Instructors
Table IV.9	Usual Means of Delivery of 'Optional' Course Material as Perceived by Instructors
Table IV.10	Extent of Agreement of Instructors to Issues Relating to the Role of Library Staff in Distance Education
Table IV.11	Breakdown of Student Questionnaire Returns by Institution
Table IV.12	Main Reasons Given by Students for Enrolling in a Distance Education Course
Table IV.13	Sources for Required Materials
Table IV.14	Sources for Optional Materials
Table IV.15	Students' Level of Satisfaction with Selection Methods

Table IV.16 Students' Level of Comfort with Asking Library Staff to Perform Selected Tasks

Table IV.17 Students' Level of Awareness of Library Services Available in their Region

List of Appendices

Appendix A:

- A.1 Public Library Staff Questionnaire with Percentage Results
- A.2 Coding Instructions for Public Library Staff Questionnaire
- A.3 Permission Letter to Accompany Public Library Staff Questionnaire

Appendix B:

- B.1 Academic Library Staff Questionnaire with Aggregate Results
- B.2 Coding Instructions for Academic Library Staff Questionnaire
- B.3 Permission Letter to Accompany Academic Library Staff Questionnaire

Appendix C:

- C.1 Faculty/Instructor Questionnaire with Percentage Results
- C.2 Coding Instructions for Faculty/Instructor Questionnaire
- C.3 Permission Letter to Accompany Faculty/Instructor Questionnaire

Appendix D:

- D.1 Student Questionnaire with Percentage Results
- D.2 Coding Instructions for Student Questionnaire
- D.3 Permission Letter to Accompany Student Questionnaire

Appendix E: Library Services to Off-Campus Students: A Selected Bibliography

I. INTRODUCTION

1. Background

The **Developing Partnerships** project is grounded in a period of unprecedented growth in and government support for distance education in Northern Ontario. For the years 1986 to 1990, the Ministry of Colleges and Universities has committed funds and facilities for the development of distance mode programs in Northern Ontario universities and colleges for the establishment of an extensive communications network called Contact North/Contact Nord (CN/CN), and for research into areas considered appropriate for quality distance education delivery. Major funding for this project has been provided by a grant from the Northeast Regional Coordinating Centre of CN/CN. Additional support was provided by Laurentian University, the Ontario Institute for Studies in Education (OISE) and the Ontario Council for University Continuing Education.

The project was designed in part to draw attention to the importance of quality library-based staff services and material resources in distance education. **Developing Partnerships**, however, did not assume that the required quality levels were in existence; rather, it sought to describe the present levels of service, indicate library-based needs of students and faculty, and seek opinions from library personnel on current problems and their proposed solutions.

2. Project Objectives

Specifically, the project undertook activities to document:

i) how distance learners currently manage with the present limits of material resources and human services from various libraries;

ii) what problems with resources and services are experienced directly by three constituencies -- the students, library staff, and faculty;

iii) what ideas those constituents have for upgrading material resources and people-based services;

iv) what changes or continuities in library practice are needed in order to carry out realistic and creative recommendations for distance education development.

3. Rationale for the Study

Four basic assumptions underlie the rationale. First, a library staff member should act as a proactive mediator between information and a student. This function is antithetical to the concept of the library staff member as a custodian of materials and bookkeeper of loan transactions. It involves the library staff in sensitive and skilled interviews, in consultations, in the provision of appropriate learning resources and in teaching the learner to be independently skilled in using data sources and libraries.

Second, the process of adult learning involves the learner in critical analysis of information and confident explorations and analyses of their own and other people's knowledge. Gaining learning-how-to-learn skills is as important as learning the content of a specific course, especially as content often becomes redundant over a five-year span, or as adults change careers or seek job upgrading.

Third, the term 'distance education' is assumed to cover different definitions of distance and a wide variety of student-teacher interactions. Distance may refer to psychological, cultural, or geographic distances:

> 'Distance education' refers to those forms of organized learning which are based on the physical separation of learners and those (other than the learners themselves) involved in the organization of their learning. This separation may apply to the whole learning process or only to certain stages or elements of it. Both face-to-face and private study may be involved, but their function will be to supplement or reinforce the predominantly distance interaction (Tight, 1988).

In fact, distance modes are attracting urban and suburban students as well as geographically remote students (Lumsden, 1988; Spronk, 1988). These students are attracted because they have some flexibility in how they study and have freedom from the constraints of regular travel to time- and place-bound classes. Education administrators see advantages in economies of scale and in opportunities to increase enrolments without the need for more buildings to house students. No longer is distance education questioned as a viable method for busy adults to learn (Coldeway, 1986); rather, the success of the method is attracting new types of students and developing new kinds of classrooms and convergences with old classroom-bound practices. Cross, in a recent review of pressures for change in U.S. higher education, refers to this trend as "people-inclusive and campus-expansive" (Cross, 1987).

Finally, educated people who can make rapid and informed decisions, creatively solve problems, and think critically and responsively will be valuable members of communities that are changing and adapting to various constraints and opportunities across Northern Ontario.

Five immediate issues in distance education -- quality, costs, ethics, dialogue and evaluation -- influenced the establishment and design of this study.

Quality distance mode learning depends not only on effective designs for learning (Kaye & Rumble, 1981; Burge, 1988; Holmberg, 1985), and its facilitation in workshops, and one-on-one tutoring (Cole, et al, 1986), but also on ready access to adequate learning resources and reliable, fast information services tailored to the differing needs of adult learners. Distance educators have developed many different technologies to enhance student-tutor contact and to manage student records and course grading (Shobe, 1986).

The question for library staff is the extent to which they interact as partners in these extended communications frameworks. When vast distances and multiple agencies are involved, there is potential for reduced quality, institutional inefficiencies, including resource wastage and benign neglect of libraries in course design and process, and confusion as learners, instructors, tutors, and counselors try to access materials and services from multiple access points (Bonin, 1987).

Designers of distance mode courses need to know the capabilities of library service delivery systems before starting course or program designs because these capabilities will influence the design of learning activities and the consequent cost of course materials. For example, low level library capability for supplying information and resources can force the production of more expensive course materials because more information may have to be built into them. These situations may result in a costly "reinvention of the wheel". High level, library-based staff and materials capabilities, alternatively, can allow course designers to concentrate less on simply providing information and more on designing effective ways of interaction and dialogue with existing material resources and people resources (including the faculty or tutor and peers). Use of library services can be built into or built out of a course.

There is an ethical reason for being concerned about high quality library services. Sending a dozen books and a video tape to each site might at first glance appear perfectly satisfactory, but it is, in fact, effectively denying students freedom of access to a wide variety of information, and denying their rights and responsibilities to explore databases and literature. They are also denied the rights and freedoms of urban students who are much closer to databases and professional services. Without adequate access to

up-to-the-minute information, students will likely get a second-rate education that uses old tools and old information.

The academic rigour of a course may be measured in part by the extent to which students are made to actively seek out and process information critically and analytically, and then engage in lively dialogues with peers and their tutor. In the late 1980s, there are many data access and communication methods to help information gathering and dialogues: FAX (facsimile transmission of written data across telephone lines), telephone, face-to-face interaction in local groups, and computer conferences all play a role in innovative distance mode courses. There are now very few excuses to keep students either in the role of passive recipient of pre-digested information, or worse still, knowledge-ignorant.

With the new data access and communication technologies emerging in libraries across the province, there is great potential for rapid dialogue between library staff and students. Such dialogue is part of the mediator and educator roles of library staff, and may determine, to a large degree, the extent to which the student develops the necessary critical and analytical skills for independently using information resources, and learning effectively and responsibly.

Added to issues concerning access is the net result for students and library staff of poor library-based services. Students tend to get frustrated and angry when needed material does not arrive rapidly. As a result, they may suffer academically and/or harbour negative feelings generally about the course experience. Negative student feedback during the course evaluation process will not help an institution's reputation as

a distance educator. Library staff also become frustrated by limitations and delays in material delivery and data access.

4. Project Design Consultations

During the preparation of the project, opinions were sought regarding potential uses of this project from approximately twenty library staff in and beyond Ontario. Their support was unanimous and was based on one or more of the following factors:

a. the emphasis on adults as distance mode students, a clientele which places special demands on library staff (be they professional librarians, technicians or volunteers);

b. the recognition that library staff education and training needs for the next five years require assessment and greater attention: such assessment depends in part on detailed knowledge of student and peer reactions to present levels of service;

c. the long term implications for libraries and library staff of the whole CN/CN initiative: poor library services will undermine its potential impact and effectiveness;

d. the isolation from distance educators and students currently felt by some library staff members;

e. the potential significance of the electronic information transmission networks being installed across the province by the Ontario Library Service (Campbell, 1988), and the automation of catalogue-based data by the libraries of The Ontario Institute for Studies in Education (OISE), Laurentian University and Lakehead University.

f. the timeliness of the survey to other investigative work and to discussions now taking place among library staff in Northern Ontario (National Library of

Canada, 1988). Judith Snow attended one of the 1987 formal discussions on resource sharing sponsored by The National Library of Canada. Chief librarians and senior personnel from university, community college, public, school and special libraries in the Toronto area met for the first time as a group and expressed the need for cooperation among all types of libraries. Participants such as Brian Land, Chief Librarian of the Legislative Library and former Dean of the Faculty of Library and Information Science, University of Toronto, and Hope Clement, Associate National Librarian, were excited by this current proposal and wished to be kept informed of its progress.

Discussions were held with four senior staff members of the Libraries and Community Information Branch, Ministry of Citizenship and Culture (MCC). They anticipate that the findings of this project will contribute useful recommendations that will augment the results of their own examination of various aspects of public library services in Northern Ontario (Northern Library Services Project Report, 1987) in the following areas:

a. staff education and training needs, especially ideas which will help evaluate and add to the EXCEL distance mode program from Alberta currently under trial in some areas of Northern Ontario;

b. greater collaboration between public, university and college library staff especially as this collaboration is technologically supported by the new MCC electronic library networks across the province;

c. adult learner-oriented planning of physical facilities in libraries.

Key personnel associated with CN/CN indicated to us their concerns about the adequacy of existing library services in relation to actual adult learner needs, the difficulties in designing courses when libraries may lack required resources and/or appropriate education-related training for staff, and the issues of inter-institutional jurisdiction, particularly over the next three years. These issues emerged during discussions in March 1987 between Elizabeth Burge, OISE, Judith Roberts, Director of the Northeast Regional Coordinating Centre, Contact North/Contact Nord and Marian Croft, Director, Centre for Continuing Education, Laurentian University.

To our knowledge, no study of similar focus, scope or mix of constituent groups has been carried out across Northern Ontario (Snow, 1987), or indeed in Canada.

II. LITERATURE REVIEW

A review of the literature on library-based services and distance mode students reveals a variety of studies from Canada, Great Britain, Australia and the United States. These studies can be grouped into four main category types.

The first type consists of general guidelines for extended library service (American Library Association, 1982; Crocker, 1982). The guidelines are limited: they simply suggest areas for consideration and present basic recommendations for dealing with personnel, planning, and finances, etc. These are the traditional 'how to' documents so familiar in the field of librarianship.

The second type comprises current literature reviews. Slade, in his presentation to the 1985 Off-Campus Library Services Conference (1986) states that literature on off-

campus library services in Canada is relatively sparse, and identifies only three major papers published between 1976-1986. Howard (1985) stresses "that the library in distance education has so far been given scant attention in spite of the evident importance of the subject". The most extensive review of the literature is provided by Haworth (1982) (based on thesis preparation in 1980). Her survey provides information on the state-of-the-art concerning library services to off-campus and independent learners, relevant library undergraduate user studies, and expectations of academics concerning student use of academic libraries. The author covers the English-speaking world, with emphasis on Australia, and concludes that the volume of published material on the subject is not large and many gaps exist in the research. She stresses the lack of user studies undertaken to estimate the extent of library problems faced by external students, and she states that attempts to alleviate these problems are the result of theorizing rather than planning based on factual information.

The third type presents generalized expositions of library service within the context of distance education. Howard (1983), for example, examines the needs and characteristics of adult part-time students and identifies implications for library service, particularly in areas of academic orientation and bibliographic instruction. In a later paper, she defines the role of the library in general, and suggests possible solutions to difficulties encountered in service to off-campus students (Howard, 1985). The problem with these discussions is that the role of the library is frequently relegated to a brief mention. Such is the case in the only recent review of distance education in Canada (Mugridge and Kaufman, 1986), in Frewin's description of a pilot project at Confederation College (1982), in Carver and MacKay's (1986) evaluation of distance education course delivery at Dalhousie University, and in papers from the symposium on **Education, Research, Information Systems and the North** (1987). But even more striking

is the entire avoidance of library-based issues evident in works by Smith (1987), Winders (1988), the Council of Ontario Universities (1983), the papers of the Dutch Open University (1986), the proceedings of the International Council for Correspondence Education (1982), and the conference papers of the 14th World Conference of the International Council for Distance Education (1988).

The fourth type deals with specific and practical examples of library service to distance students. Winter (1984) and Gray (1986) cite recent surveys of library use by external tertiary students in Australia. Many works describe applications in Great Britain (Payne, 1982; Dale, 1987; Scott, 1988) and in the United States (Miller, 1984; Off-Campus Library Services Conference **Proceedings**, 1986 and 1987). These studies usually address activities in place in only one institution or examine only one aspect of potential service improvements (e.g. dial-up access to online catalogues).

Literature dealing with the Canadian scene has been just as limited. Orton and Wiseman (1977), in one of the first surveys examining library service to distance students, focus on issues of local public library support and present limited recommendations. Mount and Turple (1980) describe a model of off-campus library service established at Laurentian University, while Kelly (1987) elaborates on the library acquisition dimension of the same programme. Montgomerie (1986) reports on activities in Alberta, Slade (1987) outlines services in British Columbia, and Conley (1988) provides a brief overview of the Ontario scene. A few additional commentaries have appeared in the **Proceedings** of the Off-Campus Library Services Conference (1986). More recent reports have included a descriptive survey of off-campus activities in Canadian libraries (Slade, 1988) and **The Northern Library Services Project Report** (1987) which studies library service in Northern Ontario and produces some recommendations. In the latter

report, all the categories of traditional usage are covered and statements about the need for a user focus are included, yet the actual needs of the distance learner based on empirical research are conspicuously absent in the recommendations.

The literature base for our study is therefore limited. Discussions tend to be descriptive, without any conceptual frameworks or integrated models. The focus is narrow, with light directed most often to the status quo. A major breakthrough in approach is the Affleck (1987) model for library support to off-campus programmes in Saskatchewan. His perspective is broader, encompassing the role of high school, public, academic and other large libraries such as The National Library of Canada in the provision of service. He does suggest some workable solutions. However, the model does not have an empirical research base, and his propositions and proposals are his own.

Crossing over into the literature base for library services to adult learners in non-institutional or self-directed settings, we found material of varying usefulness. U.S. literature has an ongoing history of discussion extending from a landmark study by Smith in 1954 to explorations of adult literacy issues (Weingand, 1986). One noted U.S. librarian almost thirty years ago stated that "optimism, enthusiasm and personal dedication are among the most distinguishing characteristics of all these, including librarians, who work and write on behalf of adult education" (Stone, 1959). In the late 1980s, those characteristics are still very much in evidence in both library staff and adult educators, but we see few examples in the literature addressing the issue of the way adult learning processes should affect the work of library staff. Neither have library-based researchers focussed in any significant ways on how adults get and process information via library systems (Fine, 1984). Fine points out that researchers in information technology are studying various components of cognitive psychology in order

to design more effective, user-centred technological systems, and argues that librarians are not commissioning or doing research for similar ends, "toward the development of a theory of user behaviour" (Fine, 1984).

Adult services in libraries have been explored by many librarians working from their own training (e.g. Monroe, 1963; Birge, 1981) but very seldom have adult educators themselves given their perspective for the library literature (Kidd, 1983; Knox, 1983; MacKeracher, 1983), nor have market researchers examined consumer-oriented strategies. One proposal for a learner-centred view of adult services has been offered for generalized contexts (Burge, 1983) but we have seen little evidence since to indicate either strengthened ties between distance educators and library staff, or the development of an adult learner-centred model of library user behaviour.

III. METHODOLOGY

1. Developing the Survey Instruments

Initially, a single questionnaire was proposed to elicit information from all four constituent groups: 1) library staff working in a public library facility; 2) library staff working in an academic institution; 3) faculty/instructors; and 4) distance education students themselves. It quickly became evident, however, that each of these four constituent groups had specific needs and concerns as well as a unique perspective on the process and problems of adult learners. Thus it became necessary to design not one but four separate questionnaires, each tailor-made for only one constituent group. The questionnaires are appended to this report, Appendices A to D.

a. Major Issues

The first step in the questionnaire design process was to define the main areas of concern. One of the principal aims of this study, given its position in the early stages of research in the area of northern distance education needs, was to gather basic demographic information on distance education students in Northern Ontario and on the academic and library staff members who provide services to them. A second major aim was to document the present level of material resources, communication technologies and human services from various libraries that are available to students and to discover how distance learners currently manage within the present limits of resources and library-based services. The third major aim was to discover what problems relating to resources and services are experienced directly by students, library staff and educators and, on the creative side, what ideas and suggestions they have that might lead to more effective, efficient and innovative services to respond to these problem areas. Both Francophone and Anglophone populations were to be surveyed.

b. Item Design

Having developed a conceptual framework around the main issues mentioned above, we proceeded to create a bank of possible question items relating to each of the issues. The majority of items developed were to be close-ended with the respondent offered a limited choice of responses: the large number of students we planned to survey, the projected statistical analysis of data and the need for precise descriptive information on many questions all tended to favour this type of question. Some open-ended questions were also included, however, in order to get a wider breadth of information in the case of solicited opinions, attitudes and suggestions for improvements. We chose, in most cases, to include a "no opinion" choice for respondents given that a large proportion of every survey population in fact has no opinion on certain questions. We preferred that

respondents choose a "no opinion" or "can't say" option rather than to coerce them to take a random choice option, either positive or negative, which they do not truly hold. The ordering of items within the questionnaires was such that respondents would move from the easy, more straightforward, information-gathering questions through the more difficult questions on tasks performed and/or services requested and ending with the more difficult questions relating to personal experiences, attitudes and opinions held and creative suggestions for improved services.

One set of question items that should be mentioned is the set of twenty-one personal characteristics, in opposing pairs, situated as the second last question in each questionnaire. This rating scale was developed to attempt to tap certain stereotypical group-related attitudes which are complex, somewhat controversial and very difficult to access via a print questionnaire. Since it is often difficult to take a position vis-à-vis a verbal statement (the respondent may not exactly agree with any of the options given), many find it easier to choose a numerical response on a 5-point scale, for example, especially if respondents have given some prior thought to the issue. This question was considered to be a potentially useful method to gather hard-to-obtain attitudinal data.

c. Consultation and Validation

The second major step in the questionnaire design process was consultation with (a) questionnaire design and statistical specialists and (b) with our project Advisory Committees composed of distance education practitioners in both northeastern and northwestern Ontario. Draft versions of the four questionnaires were first scrutinized by other OISE staff with expertise in questionnaire survey design. Subsequently, the three members of the project team travelled to Sudbury and Thunder Bay to meet with the project's two Advisory Groups:

(1) Northeastern Ontario Advisory Group

Roy Bonin	Chief Librarian, Laurentian University, Sudbury
Susan Scott	Assistant Chief Librarian and Head of Public Services, Algoma University College, Sault Ste. Marie
Diane Henry	Head Librarian, Cambrian College of Applied Arts and Technology, Sudbury
Paul Walker	Chief Librarian, North Bay Public Library, North Bay

(2) Northwestern Ontario Advisory Group

Geri Maki	Chief Librarian, Confederation College, Thunder Bay
Bryan Buffett	Chief Librarian, Dryden Public Library, Dryden
Fred McIntosh	Chief Librarian, Lakehead University, Thunder Bay

Both groups carefully reviewed the draft documents and provided the project team with constructive comments, criticisms and suggestions for changes to the instruments. The practical and insightful suggestions from these two Advisory Groups were invaluable in preparing the final versions of the questionnaires. An external advisor, Alexander Slade, Extension Librarian, University of Victoria, B.C., also reviewed and commented on drafts. Final versions of the four questionnaires, each prepared in English and French, and the covering letter for each, are appended to the report.

2. Administering the Questionnaire

The most reasonable and cost-effective way to obtain data in this project was considered to be the mail method. The problem, of course, with this method of data collection at a distance, without extensive follow-up, is the possible low return rate. To compensate somewhat for this unavoidable difficulty, it was decided to send out questionnaires to all members of each constituent group rather than implement a

sampling procedure. Direct help in obtaining mailing addresses for the public library staff in Northern Ontario was provided by senior staff of the Libraries and Community Information Branch of the Ministry of Culture and Communications. Mailing addresses for library staff and for faculty and instructors involved in distance education were provided by each academic institution, as well as mailing lists of students enrolled in distance education courses. Table III.1 shows the number of questionnaires sent out to each group, as well as the actual number of returns and the percentage out of the total number sent.

The questionnaire was sent out to all students enrolled in distance mode courses given by three universities and four Colleges of Applied Arts and Technology (CAATs) participating in the study. A total of 1750 questionnaires were mailed to students in the seven educational institutions as shown in Table III.2.

Where it was possible to identify Franco-Ontarians in the student population, French-language questionnaires were sent. With the exception of those students enrolled in the University of Ottawa, where courses are delivered in French, however, first language data was not available to us. For those students whose name indicated a possible French-as-a-first-language preference, two questionnaires were sent, one in French and one in English.

A stamped, pre-addressed return envelope was also included in the mail-out package to facilitate and encourage the return of the questionnaires. The questionnaires were sent out by Canada Post first-class mail in mid-April, with a request that they be returned no later than May 31.

Due to the large numbers of students enrolled in more than one course per semester, and over two semesters, particularly at Laurentian University, there was some unavoidable duplication in the mailing. This we attempted to minimize, but some students undoubtedly received more than one questionnaire. Unfortunately it was impossible for us to gauge the extent of such duplication, so for statistical purposes we have continued to use the total number of questionnaires sent out as our optimal number of respondents.

3. Analyzing the Data

As questionnaires were returned to OISE, each one was carefully reviewed to develop coding categories for all open-ended questions. Each member of the project team generated a set of codes independently; then the team agreed jointly to a final set of compact but comprehensive codes for each questionnaire. A full list of coding instructions for each questionnaire is appended (Appendices A to D). Correlations were discussed, both within and across respondent groups.

The coded questionnaire data was analyzed using the Statistical Program for the Social Sciences (SPSSX) data analysis procedures on the OISE central VAX computing system. The highlights of the data analysis for each group of respondents -- public library staff, academic library staff, instructors and students -- are developed in the next section.

Two problems encountered with respect to the data collection and analysis should be mentioned here. The first is the overall low return rate for student questionnaires (the other three response groups offered a 'good' to 'high' return rate). Although considered an acceptable return rate for mail questionnaires, the 29% return rate was

somewhat disappointing. Several reasons may account for the low number of returns: questionnaires were sent out at the end of the academic year when course work and examinations were completed and students were no longer focussed on their courses of study; given the low level of use of library services reported by respondents, it may be that many students simply felt the library-oriented topic did not in fact relate to their needs and interests.

The second problem was that of missing data on those questionnaires that were returned. In order to report clearly and accurately on the data collected, in each case where significant missing data occurred, we have used "actual" percentages, that is a percentage that reflects the number of respondents out of the total number who in fact responded to each item, rather than a "valid" percentage that has been corrected for missing data. Thus, if 100 respondents, out of a total of 500, replied to a specific question, and each one answered "yes" to that question, the analysis would show an "actual" percentage of 20.0% rather than a "valid" percentage of 100%. We have made a careful analysis and interpretation of the data keeping in mind the limitations stemming from these two problems of return rate and missing data.

4. Confirming the Findings

When summary information from the data analysis was available, the Principal Investigators made arrangements to consult once again with members of the two Advisory Groups mentioned previously and with other selected library staff. Both face-to-face interviews and audio-conferences were conducted with library staff from university and college libraries and with public library staff from northeastern and northwestern Ontario. A general discussion of interviewee responses and recommendations follows this section.

IV. ANALYSIS OF RESULTS

A. DESCRIPTIVE HIGHLIGHTS

1. Public Library Staff

Profile of Respondents

Out of a total of 150 questionnaires sent out to public library staff in Northern Ontario, 76 responses were received, a reponse rate of 50.7%.

One possible explanation can be given for this unexpectedly low response rate: as returns were received, it became apparent that some questionnaires had been directed to communities with a library board, but with no actual functioning library facility. Thus the number of questionnaires which were in fact received by library staff was lower than the 150 expected.

Of the 76 respondents, 11.9% were male and 86.6% female. Reporting their present position, 71% considered themselves as professional librarians while 29% were either library technicians/assistants, or Chief Executive Officer or township administrator. In terms of geographical location, 17.5% of respondents reported working in, or within a 70km radius of one of the four major centres identified - Thunder Bay, Sault Ste. Marie, Sudbury, North Bay - while 21.1% work in a community designated for purposes of this study as a "medium-sized" community and 61.4% work in a community designated as a "remote" community. Any community outside a 70 km radius of a major centre, and not included in the list of medium-sized centres, was considered "remote". Personal access to major library facilities would not be practical at a driving distance of over 70 kilometres. (A list of the designated medium-sized communities is found in the "Coding Instructions for Public Library Staff Questionnaire", Appendix A.2.)

French was reported as the first language by 20.3% of respondents, with English reported by 70.3%. A few respondents reported both French and English as the first language (2.7%); a similar number reported Cree/Ojibway (2.7%); some respondents indicated a language other than those mentioned above (4.1%). In response to the question of what language would normally be used for work and study, 12% reported using French and 84% reported that English was the usual working language.

Communication Technologies

Although a variety of communication technologies are now appearing in libraries across the province, the impact of these technologies is not yet apparent in the Northern Ontario communities serviced by the majority of our respondents.

Estimating how often, on average, respondents used technologies to deal with requests from distance education students, 39.6% indicated that they used regular telephone service to communicate either weekly or every two weeks; 9.4% reported monthly use; 13.2% reported a frequency of every two months, while 9.4% indicated "not at all". Thirty percent of respondents estimated using OPLIN (Ontario Public Library Information Network) on a weekly or fortnightly basis, 17% on a monthly basis.

Although regular telephone service is generally available to 90.8% of respondents, there remain 9.2% who report that this basic service is not available. The availability of OPLIN is reported by 42.1% of respondents. Other forms of communication technology have very limited availability as can be seen in Table IV.1.

Library Staff Involvement in Distance Education

Given that 66.7% of responding library staff reported that distance education students do now, or will in the future use their library for course-related work, the lack of many useful methods of communication as reported in Table IV.1 is all the more striking. Twenty percent of respondents did not know whether distance education students were using their library or not.

Twenty-nine respondents, or 38% of the total number of respondents, checked items (c), (d) or (e) in question 7, indicating a lack of involvement with distance education students. They were directed to comment briefly and go directly to question 41, but this did not happen in all cases.

The number of respondents who continued to complete some or all of the remaining questions in the survey was 53 (out of 76). This figure is used as the base figure for percentage calculations for responses to questions 9 to 40.

At this point in the questionnaire, some respondents reported that distance education students do not currently use their library and will not likely in the future; others reported they don't know if any distance education students use their library. All these respondents with no involvement in distance education were directed to comment briefly and go to the last page of the questionnaire. Twenty-three respondents (30%) fell into these three categories. The remaining 53 respondents are presumed to have continued throughout the questionnaire. When asked for open-ended comments, reasons given by these respondents for non-use of their library by distance education students included the small size of the community and the small library collection, limited library hours and the fact that there is another larger library close by.

Staff/Financial Support

The response ratio to question 10 was low. The majority of those who did respond, however, indicated that present staffing at the three staff position levels (professional librarian, library assistant/technician, and clerical staff) were in fact adequate (see Table IV.2).

In terms of financial support allocated specifically to support services to distance education students, only three respondents (5.7% of the total 53 respondents) report that extra financial support is given to their library. Respondents differ as to the adequacy of present funding: 35.8% are confident that their library budgets can handle the present level of service to distance education students adequately, while 41.5% indicate that their budgets cannot support this service adequately and 15.1% do not know.

Registration Information

Half of all respondents report that they receive some registration information from an administrative source; 28.3% receive information from the Registrar's Office of the institution in which the student is enrolled, and 20.8% from the Office of Distance Education Administration. However, more frequently the respondents (40%) report receiving this information from the students themselves. Some report more than one source of information. On the other hand, 37.7% report that no one provides them with information at all.

When information is provided, it comes automatically to the libraries, according to 37.8% of respondents, while 24.5% report that the library must search out the information. The lack of response to this question may indicate that many library staff

do not feel the need to actively seek information on distance education students if it is not made available to them by the enrolling institution.

Deposit Collections

Out of 53 respondents, twenty (37.7%) report housing one or more deposit collections in their library. Space to store deposit collections does not seem to be a serious problem for most, although the storage space and shelving available may not be ideally located. Comments were made on both the advantages and disadvantages of the deposit collection system. On the positive side, respondents feel the deposit collection can serve to supplement the regular collection and can draw in additional library users and result in increased use of the library in general. On the negative side, respondents cite most often a lack of space and the difficulty of handling and controlling books from another institution with conflicting loan policies and loan terms. (One should note the apparent contradictions in the above responses.)

Library Use

Library staff's perception of how distance education students use their library is as follows, in descending order of importance:

1.	to use the regular collection	81.1%
2.	as a quiet place to read and study	71.7%
3.	to use the deposit collection	41.5%
4.	to watch course-related videos	40.0%
5.	to arrange interlibrary loans	15.1%

Thus the majority of respondents believe that students rely on the resources of the regular collection. The physical space provided by the library is also seen as important

as indicated by use of the library for quiet study and as a viewing area for videos. Little demand for interlibrary loan (ILL) service is indicated by respondents.

Respondents were then asked what services they provide to distance education students. The large majority report that they help students find materials from their own library collection (83.0%), they use OPLIN for interlibrary loans (70.0%), and they direct students to a deposit collection (47.2%). When questioned on student search styles, 58.5% reported that students prefer to talk first with library staff and 17% reported that students prefer to begin their search by themselves before consulting a library staff member.

Since distance education students most often visit the library in person to request material, public library staff have an excellent opportunity for personal contact with students. Less than half (43.3%) the respondents indicate that they listen to students' concerns on a "very often" or "often" basis. Response levels at the "very often" and "often" frequency are as shown in Table IV.3.

Requests

On average, students request from two to five items at one time which they usually collect personally from the library (77.3%). Some requests, however, are sent out by regular mail or Priority Post (45.2%). If materials are not immediately available, the largest number of respondents report that it takes up to two weeks to process requests, regardless of whether a single item or several items were requested. The main reason given by respondents for delays in processing requests is the slow ILL process using the OPLIN system, (cited by 39.6% of respondents). The material requested is often already in circulation and the ILL request must wait for the item to be returned. Slow mail is

cited by some respondents (17%) as reason for delays. Needed improvements mentioned were faster mail delivery and a phone-in service for students.

When asked for their ideas on improving the response time, 13.2% indicated they had no opinion, 9.4% indicated a need for more funding, 7.5% wanted more staff at both local and Ontario Library Headquarters levels and 7.5% suggested direct access to university collections in order to arrange loans for students. As figures suggest, a disappointingly low response was made to this call for creative ideas and thoughts on improvements.

Library Publicity

Little attention is currently being paid to publicizing service to distance education students. Some respondents report using information displays in the library (39.6%) or printed brochures (20.7%), but another 28.3% report they do not publicize services at all. Further publicity is not seen as a need: in fact, only 9.4% of respondents want more printed information to be made available to students.

When asked why they think students don't use library services to a great extent, the major reason given was students thinking that the library lacks appropriate material (73.6%). Student perceptions were also held accountable for two other major reasons: 1) getting by in courses without library help (52.8%) and 2) lack of awareness of library services in general (52.8%). The full range of response is shown in Table IV.4.

Library staff report a high level of comfort in carrying out the traditional library tasks as listed in question 35. Combining the two positive categories, "very comfortable"/"comfortable", the respondents indicate they are comfortable in showing

students how to use the library (84.9%), finding specific resources in their own collection (81.2%) and showing students how to research a topic (73.6%). Slightly more than half the respondents feel comfortable discussing the course of study with a student (58.5%) and only half feel comfortable using OPLIN (52.8%). Only 17.9% indicate they feel comfortable conducting a computerized literature search. See Table IV.5 for the complete list of responses to this question.

Professional Development

If a workshop on adult learning were held, the large majority, 83%, of library staff would be interested in attending; in fact, 32.1% would be "very interested" in attending. Only a few respondents (5.6%) have no interest in the possible workshop. Indicating the relevance of this type of professional development to their work, again the majority (79.2%) consider such workshops relevant and 24.5% consider them to be "very relevant".

When asked about the **best** features of their current service to distance education students, 39.6% chose not to offer any comment. Of those who commented, 35.8% mentioned OPLIN for providing interlibrary loan possibilities and 20.7% referred to library materials.

The problems related to public library service to distance education students were listed by the majority as staff shortages, overcrowded facilities, time allotment for student assignments, and the time factor with respect to the interlibrary loan process. However, the problem most frequently raised, by 28.3% of respondents, was a general lack of material resources -- books, periodicals and journals. Commenting on what would lead to major improvements in service, library staff chose first and foremost the need for increased learning resources (68.0%) followed almost equally by the need for

additional physical space (28.3%), for upgraded telecommunications facilities (24.5%), and for more general in-service training (24.5%).

Role of Public Library Staff

The last question in the questionnaire was meant to elicit comments from all respondents, including those who do not presently deal with distance education students in their libraries. The response rate was only 72.4%, however, as only 55 out of the total of 76 respondents replied to this question. The opinion most frequently expressed, by 32.9% of respondents, was that the library staff should provide a general level of support to distance education students as required. Some (10.5%) chose to point out that the needs of distance education students should be treated in the same way as the needs of all other library users. Limited resources do not allow them to offer many specialized services to these students. Library staff (25%) continue to see their role in terms of the location and provision of books and materials. The three comments listed in Table IV.6 are the only ones that received any degree of concensus.

2. Academic Library Staff

Profile of Respondents

The questionnaire was sent out to twenty library staff working in the libraries of the seven academic institutions participating in the study: three universities -- Laurentian, Lakehead and Ottawa; and four CAATs -- Cambrian, Sault, Northern and Confederation. Out of the twenty, seventeen responses were received, an 85% response rate. In keeping with current statistical reporting practices we will report "real" response figures with respect to the academic library staff rather than percentage figures since the number of responses (17) is well under the accepted minimum of thirty for percentage descriptors. Female respondents are in the majority with thirteen

responses, as opposed to four responses from male library staff. Four respondents work in university libraries and thirteen in CAAT libraries; ten classify themselves as professionals and seven as library technicians/assistants. In terms of language preference, four respondents designate French as the first language and thirteen English. Only one respondent reports French as the working language, and two indicate having bilingual competence, and are therefore able to work either in French or in English.

Fourteen of the seventeen respondents currently provide services to distance education students and two more expect to do so in the future. In terms of the availability of communication technologies to respondents, the following is reported: the telephone is available to all; FAX service is available to twelve; computer conferencing networks to seven; and a toll-free telephone line to five respondents. The 24-hour telephone answering service is available to only two respondents at the present time.

When asked for their opinion on the adequacy of present staffing levels to meet the current demands of service to distance education students, most respondents replied positively that staffing at all three-levels -- professional librarian, library technician/assistant and clerical -- is adequate. Responses are indicated in Table IV.7.

Financial support for library-related distance education services is limited: eight out of ten respondents to question 11 report that their library receives no extra financial support for distance education students. We can assume, furthermore, that the seven library staff who did not answer the question at all do not receive extra financial support either. Responses are mixed as to the ability of the current library budget to handle service to distance education students: five respondents answer "yes", five answer "no", and five respond that they "don't know".

With regard to providing the library with registration information, the three sources listed most often are the Registrar's Office, the Distance Education Coordinator and the students themselves. However, seven respondents said the library has to take the initiative to search out that information.

Four library staff, from Laurentian University and Confederation College, report that they send out deposit collections of course materials for use by students at a local site. Staff from Laurentian sent out approximately forty-three collections in the 1987-88 academic year. Only the University of Ottawa and Algoma University College staff report that they receive deposits from colleagues. Only one advantage of deposit collections was mentioned, cited by four respondents, that being the immediate availability of resources to students. The main disadvantage, cited by five respondents, was the limited range of choice for the student who is often restricted totally to deposit collection materials.

When asked in question 22 what services they do provide to distance education students, the majority responded positively to all tasks listed: eleven respondents arrange interlibrary loans; ten select appropriate materials; ten conduct computerized literature searches; seven refer students to a deposit collection at another site. On the other hand, nine respondents refer students to another area library.

It appears, however, that library staff do not often directly help distance education students in areas such as the ten client-oriented tasks listed in question 24. For example, there were eight "not applicable" responses for each of teaching library skills, showing students how to research a topic and helping students fill out forms; seven "not applicable" for preparing a subject bibliography, and five "not applicable" responses each

for conducting a computerized literature search, arranging an ILL and listening to student concerns. Twelve of fifteen respondents regarded their involvement in course design as "not applicable".

Regarding the methods of request and delivery of materials, in the experience of the respondents most distance education students use conventional methods (mail, telephone and personal visits) to request needed materials. Students usually receive the materials either by Priority Post delivery or they collect them personally from the library. Single item and multiple-item requests are usually processed within three days according to the majority of respondents. However, when delays do occur, the main reason given, by five respondents, is staff shortage. Given that staffing levels were generally considered adequate, as previously mentioned, this response represents an opposing viewpoint.

Students are informed about library services mainly through specialized brochures (8 responses) and information placed in the course manual (7 responses). Information displays and presentations in the library itself are not common features of the information services. And only one respondent reports giving a presentation on library services at a local course site.

When asked, in question 36, why they think students do not use library services to a great extent, respondents gave a variety of reasons: almost all agree that "students aren't aware of services offered" (14 respondents); "students think they can get by in their courses without library help" (13 respondents); in fact, "students actually <u>can</u> get by without library help" (supported by 7 library staff); and finally, "students are not familiar with library procedures" (10 respondents). Responses to this question indicate a need for

publicity and information about library use and library-based services that is not currently being met. The information given in course materials and printed brochures does not seem to be as effective as one would wish.

Very limited involvement in course design and development procedures was reported, in fact thirteen respondents report no involvement in any way with course design. Three respondents checked on the availability of "required" course materials, two respondents checked on the "optional" material that could be used for course assignments, and only one respondent discussed library services with the course instructor. The largest number of respondents were asked to order both "required" and "optional" materials during the implementation of the course.

Almost all library staff respondents indicated a high level of comfort with regard to the series of traditional and not-so-traditional library tasks presented in question 41. Some respondents were "uncomfortable" only with respect to participating in course design (5 respondents) and talking with students about their course/studies in general (3 respondents).

Respondents indicated some interest in participating in professional development activities on adult learning: somewhat interested (6), moderately interested (5) or very interested (3). Similarly, most felt that this area of expertise was "somewhat" (5), "moderately" (5) or "very" (2) relevant to their work.

With very limited response to question 44, respondents chose not to identify either the best features of their present service to distance education students or the problems

they experience with their present service. From the few responses made to this question, we are unable to provide a generalized response.

To question 46, however, which offered a list of possible changes that might lead to a major improvement in service to distance education learners, more responses were given. Four suggestions received support from the majority of respondents: upgraded telecommunications facilities (11 respondents), increased learning resources (10 respondents), additional physical space (7 respondents) and increased involvement in course design (7 respondents). Staffing suggestions, including the addition of a bilingual staff member, were supported by only a few respondents: more professional staff (3 respondents), more clerical staff (2 respondents), general staff changes (2 respondents) and a bilingual staff member (2 respondents).

Question 48 presents respondents with a series of opposite pairs of personal characteristics (e.g., active-passive, patient-impatient). The respondent is asked to consider her/his general impressions of library staff and rate them, on a scale from 1 to 5, according to each pair of characteristics. This semantic differential exercise is one way of obtaining attitudinal information from respondents.

Fifteen respondents chose to answer this question. For most items in the series responses are clustered at or around the mid-point (combinations of 2, 3, and 4 ratings). However, several items did receive 10 or more responses on the positive end of the scale to indicate a general consensus on these few characteristics. Library staff see themselves as relaxed and personable in interpersonal skills (relaxed, warm, agreeable); they express confidence in job-related skills (confident, dependable, organized); they consider themselves up-to-date.

Many respondents found it difficult, or unnecessary, to define in specific terms the role of the library staff in distance education. Several respondents expressed the desire to provide the best possible service to distance education students, comparable to the service provided to on-campus students (7 respondents). Others defined their role as providing guidance to students in the search for appropriate resources (7 respondents). Some see themselves in a supporting role, to enrich program delivery (3 respondents), and some appreciate the direct contact with distance education students (2 respondents).

3. Faculty and Instructors

Profile of Respondents

Out of a total number of 136 questionnaires mailed out to course instructors at the seven educational institutions in the study, 53 completed questionnaires were received, a 39.0% response rate. Respondents were almost equally divided in gender, only a slight majority being male, 56.9%, and 43.1% female. Respondents were equally divided between the universities 49.0% and colleges, 51.0%. The majority of respondents had full-time positions, 68.8%, with 31.3% reporting they hold a part-time position.

In terms of language use, 85% are English-speaking while 15% report that French is their first language and of this Francophone group, one half, 7.5%, report they are fully bilingual and able to work and study in either language.

Course Information

As to the courses taught by distance mode, the largest number of respondents (30.6%) teach courses within a General Arts program, including Introductory Psychology and Sociology courses. The second largest group of respondents (22.4%) teach courses related to Health Care. These are followed by General Science (16.3%), Business and

Accounting (14.3%), Theology (12.2%) and Pedagogy (4.1%). Many respondents (22.6%) report that they taught more than one course during the academic year 1987/88. Also, a large number, 45%, report that the course taught was less than twelve weeks in duration while 34% report teaching a course over the academic year, from September to end of April. Only 9.4% of instructors report that students were admitted at any time during the course; this indicates that the standard policy of admission deadlines is still widely enforced.

When asked to consider the reasons that prompt their students to enroll in distance mode courses, the instructors felt strongly (83%) that students wanted to improve their job skills in order to advance in their career. Many (50%) also felt the students were preparing for a job change in the future. Instructors see the university degree and career advancement motivation linked in importance for many students. But at the same time, these are generally students who enjoy taking courses and are genuinely interested in the subject area of their choice. The main reasons students choose to enroll in distance mode courses, as perceived by their instructors, are listed in Table IV.8.

Materials

The course materials provided to distance mode students are of paramount importance. We therefore attempted to gather basic descriptive information on course materials. Instructors were asked to define the materials provided to students in their 1987/88 course in terms of how much material was included in the manual, or sent as a separate package of readings and resources, or not sent at all. The largest number of respondents reported that for their course a course manual and a separate package of all readings/resources needed was sent to students (42.3%). In other words, these students

needed to go no farther than the course package for information and resources to adequately complete their course. The second largest group reported that the course manual sent out to students included everything they needed for the course (28.8%), and the third group reported that a course manual and a separate package that included a partial set of required readings/resources were sent out to students (19.2). Thus fully 90.3% of instructors responding indicate that either all or most of the materials required by students to complete their course are in fact provided to them. The involvement of the instructor in the preparation of the course manual is high, with 49% of the instructors reporting that either 75% or all of the course manual consists of information they have written themselves. Some confusion was evident in the responses of instructors to the sub-sections of question 11 regarding the composition of the course manual. Many respondents reported more generally on course components rather than strictly on the course manual itself.

In addition to the materials given to students, over half of the instructors indicate that some additional items, either books, journal articles or audio-visual materials, are required for the course. From one to five items are reported by 54.7% of respondents. This "required" material is sent out, most often by the university or college library (37.8%), or by the distance education department, probably as part of a course package (22.2%), or is purchased from the bookstore by students themselves (15.6%). Only a small number of instructors report that students get "required" material from a deposit collection housed in a designated local resource centre (8.9%) and fewer still expect students to use the services of a local public library (2.2%).

With regard to "optional" course materials, a large number of respondents report that optional reading is suggested by the instructor: 45.3% suggest from one to five

items and 22.6% suggest more, from six to fifteen items. Reading material is most frequently suggested. However, 50.8% of respondents report that viewing of optional material is suggested. The importance then of video tapes, equipment and viewing facilities is underlined. The instructors see the main library of the enrolling institution as the primary source of optional material for students (32.1%), followed by a deposit collection placed by the main library in a local resource centre (22.6%). Other means of delivery, either through the local public library, or borrowing from a classmate or instructor for example, are not reported used with any frequency.

Library Information

The instructors themselves accept the prime responsibility for informing students about library services: the instructor - 48.9%, the administration - 36.2%, the library staff - 27.6%. A very few felt that students should investigate for themselves - 2.1%. However, when asked how much information about library services they in fact provide in their course, 62.0% of repondents reported they offer "a little" or "no information" on library services. Only 18.0% of respondents felt they provide the amount of information that most students need.

Course Design

Responses indicate that course design work is most often a solitary task, done by the instructor with possibly the occasional involvement of a learning design consultant (31.3% report consulting "occasionally" and 14.6% consulted "frequently" or "very frequently" with a learning design consultant). A learning design consultant is here defined as someone with skills in adult learning design, distance mode logistics and educational technology and who fulfils a dual function in the course development process by: 1) working with the course content expert to ensure appropriate course activity

design, and 2) taking the learner's perspective in reviewing production drafts of materials. Working with a full course team is very rare -- 71.1% responded "not at all" -- and working with a librarian is also rare --63.8% responded "not at all". The role played by the library staff in the course development process is a small one. Of those respondents who reported some involvement by the librarian during course design, the libarian's role would seem to be largely one of verifying the availability of materials, required (20.8%) and optional (18.9%), with some discussion of the library services available to distance education students reported (17.0%). In fact, even with respect to ordering course materials for the instructor the involvement of the librarian would seem to be limited. Over 50% of respondents indicate that ordering of required and optional materials is most often done by the distance education department administration and not by library staff. This low level of library staff involvement in course planning and preparation is certainly not an indication that library staff are not accessible to the distance education instructor. On the contrary, respondents report an acceptable level of accessibility: 46.9% report a "high" and 20.4% report a "medium" level of accessibility.

Role of Library Staff in Distance Education

Instructors were asked for their opinions on the role of library staff in distance education generally. They were asked to respond to nine statements with an opinion ranging from "Strongly agree" to "Strongly disagree" and including a "Can't say" option. The respondents' opinions can be summarized as follows.

In terms of the traditional roles of library staff, there is a general consensus of opinion that library staff should:

- be prepared to teach information-gathering skills: 74.5% "disagree" or "strongly disagree" with the negative statement (b);
- supply information: 90.0% "agree" or "strongly agree" with (c);
- help students find information for themselves: 90.2% "agree" or "strongly agree" with (e).

In response to item (a) that the librarian's major role is to order books for the course, instructors were nearly equally divided in their response. Forty percent agreed with the statement, but 35% disagreed with the very confined role as expressed by this statement.

With respect to participation in course design, the responses are more ambiguous:

- instructors report that a library staff member is a valuable member of a course design team: 49% "agree" or "strongly agree" with (d);
- 60.8% of respondents also "disagree" or "strongly disagree" with the statement in (g) that the librarian has no place in the course design process, although on this question 19.6% "neither agree nor disagree";
- no general agreement is expressed on the librarian's role in helping to prepare student course assignments (f), although instructors are slightly more disposed to "disagree" (48%) than to "agree" (28.8%). Again 15.4% have chosen the "neither" option;
- in developing supplementary materials (h), strong agreement is expressed for the librarian's participation: 65.4% "agree", and of those, 13.5% "strongly agree" with the statement.

General agreement is expressed that library staff can provide help to distance education students, as 66.6% disagree (33.3% of those "strongly") with the negative statement as phrased in (i). Again, however, 19.6% of respondents have chosen to "neither" agree nor disagree" with this statement. Table IV.10 below indicates the extent of agreement to the statements given in question 26.

4. Students

Profile of Respondents

The questionnaire was sent to all students enrolled in distance mode courses given by the seven participating institutions: three universities - Laurentian, Lakehead and Ottawa; and four Colleges of Arts and Technology (CAATs) - Cambrian, Sault, Northern and Confederation. From the total of 1750 questionnaires sent out, 517 returns were recorded, an overall return rate of 29.5%. Table IV.11 illustrates the breakdown of survey returns of the student sample by institution, showing a strong academic bias. In fact, fully 77.2% of respondents are enrolled in distance mode programs delivered by Laurentian University, Lakehead University, or University of Ottawa. Twenty-seven percent are enrolled in courses delivered by the four colleges.

The student population is predominantly female (84.5%) with male respondents forming 15.5% of the total sample. The majority (72%) is Anglophone and 26% of the population is Francophone. Of the Francophone respondents, one quarter report that they work bilingually (in French and/or English), one quarter work in English only and one half (13.3% of total sample) report that they work in French.

The level of education reported in question 11 reflects the high proportion of students enrolled in university degree programs as follows: respondents having some

university education or a university degree, 61.8%; respondents having some post-secondary education, that is non-university education or a post-secondary degree or certificate, 25.2%; respondents having some high school education or high school graduation, 13.0%. Included in the non-university, post-secondary category are elementary teachers with a teaching certificate from a Teachers College program and nurses with a Registered Nursing degree from a teaching hospital program.

Distance Factors

In terms of respondents' physical proximity to their own or other institutions, 68% report that they live within 70 kilometres of the institution in which they are enrolled, or within 70 km of another university or college. The 70 km delimiter was chosen as it seemed to us an acceptable driving distance and would therefore allow students to make regular, even if infrequent, personal visits to an academic institution. On the other hand, although a large number of respondents do live within reach of a university or college, fully 32.0% live more than 70 km from an institution, and therefore have no easy access to educational facilities.

In terms of distance from the parent institution in which they are enrolled, greater distances are reported, with 47.9% of respondents reporting they live more than 200 km from the parent institution. Nearly half of these respondents reported a distance of more than 400 km from the parent institution.

The great majority of respondents, however, have a public library facility close by: 88.4% under 10 km and 96.7% under 50 km. Another library facility, that of a local school to which the student has access, might be of use to many students as 57% report this type of facility within 50 km. A college facility is located within 50 km of 44.3% of

respondents, and a university is within 50 km of 32%. A large percentage of missing data for this question leads us to ask whether students are in fact aware of the existence and location of other academic institutions in their region other than the one institution in which they are enrolled. It would seem that while physical facilities are in place in various locales across the north, northern residents may not be sufficiently aware of their existence.

Course Information

The university bias is again supported by course selection information with respondents enrolled in the following program types:

General Arts (including Religious Knowledge)	58.7%
Health Care, Social Services, Education	22.8%
Business	9.2%
General Science	8.8%

Three options were given in the question regarding course length, with responses as follows: 12 weeks or less, 51.8%; from 12 to 20 weeks, 10.7%; full academic year, 34.6%. One half of all respondents were enrolled in short-term, or one semester courses. The distance education mode of course delivery appears to be a popular one for adults: 69% report they have taken courses prior to the present one. A significant number (13%) have in fact taken nine or more courses via distance education mode, thus indicating a commitment to a long-term study program. Many respondents (70%) indicate strong support for continuing their program by answering "yes" and 24.3% give limited support, answering "maybe" to question 8(b) as to their intention to take future courses. It is evident that these students plan to continue with their programs via distance education.

When asked in question 14 about their main reasons for enrolling in distance mode courses, students cite most often practical reasons, relating to earning a university degree and thereby advancing in a career. General knowledge and interest, however, are cited in the second place as motivating factors. The main reasons given are listed in Table IV.12.

Course Materials

A large number of students (67%) report they received all that they needed for their course either within the course manual itself, or provided in a separate package of readings and resources. Another 30.5% report receiving a partial set of readings/resources in a separate package. Such a high level of materials provided to the students may mean that they need search no further than the course package for all their resource needs.

A. Required Materials - From one to five items (either books, journal articles or audio-visual materials) are reported as "required" material by 70.8% of respondents. They read and/or listen to "most" or "all" of this material (87.6%). Required materials are received from a variety of sources, although the public library is not often used as a source. (See Table IV.13.)

B. Optional Material - Some respondents report that from one to five items of optional reading (41.6%), listening to audio tapes (13.7%) and viewing video tapes (22.6%) is suggested by the instructor. Students report they attempt to cover this material but manage to accomplish less than for the "required" materials: 30.7% cover "most" or "all", 14.1% cover "about half" and 49.3% cover "a little" or "none".

The sources reported for receipt of "optional" material are similar to those cited for required materials, except for the inclusion of the local public library as a valuable source for many. (See Table IV.14.)

When asked who most often recommends course-related materials to them, students responded almost equally: 1) that they decided for themselves what materials would be useful (50.1%); and 2) that the instructor suggested the material. Unfortunately, many students reported that they did not borrow any material for their course (24.8%).

Library Use

Response to the question on library use, relating to the frequency of a) use of the reference collection, b) borrowing an item, or c) requesting an item not currently available, was disappointing. Over 50% of respondents in each response category answered "not at all", and a significant number of respondents gave no response to this question at all. A significant number of respondents report that they use the reference collection of the local public library monthly (12.8%) or every two months (13.9%); they borrow an item from the public library monthly (9.9%) or every two months (16.2%) and they request an item not currently available from the public library every two months (12.2%). The low level of activity reported in all other response categories indicates very limited use of other library facilities, including the library of the institution in which the student is enrolled.

The main method used by 32.5% of respondents to request material from the public library is a personal visit by the student. The same holds true for requests to the college library: 8.7% of respondents visit the library personally to obtain materials. In the case

of the university library, requests are made most often by telephone (14.7%), then personal visit (11.0%) and by mail (6.2%). Again, in response to this question, 45.9% reported that they didn't request any material. This group of respondents was then directed to proceed to question 30. Those respondents who did request material report that they usually request two or three items at one time from the public library (23%) and from the university library (17.6%). Students most often collect the material themselves from the public library, and receive material via regular mail or courier service from the university library. When asked how long it takes, on average, to receive requested materials, many students failed to respond, probably due to the fact that they are not in the habit of requesting materials at all. With regard to the public library, 13% indicated they received material within twenty-four hours. With regard to the university library, the responses were spread out equally from within three days, to within two weeks.

We asked the students to indicate the reasons for delays, if any, in processing their requests. The needs for more available resources and for a faster distribution system were those most often expressed. The fact that resources are inadequate and books requested are already out on loan was mentioned by 27.6% of respondents, and the lengthy process for interlibrary loans between libraries was mentioned by 19.5%. Staff shortages and backlog of work (16.1%) and slow, unreliable mail service (12.6%) were also given as reasons for delays in receiving materials.

Students appear to be realistic in their own perception of the best response time for libraries to supply student requests. For the public library, from twenty-four hours to three days is considered appropriate; for both college and university libraries, three days to one week is reported by the majority to be the best response time.

Communication Technologies

Apart from the telephone, regular service and toll-free telephone line, respondents report that the communication technologies listed are either not available, or they are unaware if they are available. The logical follow-up is that, with the exception of the telephone, there is a very low level of use reported of the other technologies. Financial charges are frequently paid by students for telephone service, long-distance charges presumably. Most, however, report they do not know about charges, since they do not use the services. Respondents report they are generally "satisfied" with telephone service: 14.9% are "very satisfied", 19.5% "satisfied", 10.3% are only "partially satisfied". Most seem satisfied with the toll-free telephone service: 10.6% are "very satisfied" and 11.6% are "satisfied".

Home audio and video equipment is generally available, either in the home or at a site to which the student has access: almost all respondents have an audio-cassette player (93.2%); most have access to video equipment (82%) and of these, the majority have VHS machines (73.5%) with BETA machines reported by only a few (13.2%). Some respondents have a personal computer (28.8%) but only a few report having a modem (17%) which would give them expanded communication possibilities. Only a very few report having a satellite receiving dish (3.9%).

Respondents were asked to comment first on the advantages, and then the disadvantages, of the technologies they use, or would like to use, for completing their course work. Nearly half of the respondents made a comment on this question. The full list of response options that were coded are listed in the Coding Instructions in Appendix D.2. The advantages most often expressed are all related to the use of the video-cassette recorder. VCR materials offer a convenient method of study -- students can view the

tapes in their own homes, at their own convenience (16.1%), an important aspect for many female students with young families; video tapes offer the possibility of replay for review purposes (15.3%); many simply indicated the value of the VCR without specific explanation (14.8%); some students see the video tape as a degree of personal contact, even if only a minimal one, with the course instructor (5.9%).

While a total of 236 comments were made as to the "advantages" of communication technologies, only 141 comments were made indicating "disadvantages".

The disadvantages expressed also related specifically to VCR use, the main disadvantage being the need to travel to a centre some distance away in order to use equipment placed in that designated site (18.4%). For students who do not own a VCR recorder, or who own a VHS-type recorder but to whom tapes are sent in BETA format, this is truly an inconvenience. (Students who have VCR equipment report that 73.5% own VHS and 13.2% own BETA-type machines.) Moreover, it often happens that the equipment is already in use, or not available for some other reason, as many students have cited the inaccessibility of VCR equipment at the designated site as a problem (9.9%). They point out also that the video tapes must be of good technical quality, with good, clear sound and picture (10.6%). Students find it frustrating to spend time travelling to and from the viewing site to see a poor quality product -- they feel their time is wasted.

Information Search

Students are equally divided between themselves (52.4%) and the library staff (47.0%) in terms of the starting point for a library information search. The majority (60.8%) report they have, in fact, searched out supplementary materials to complete a

research project or paper, but on the other hand, a large number (39.2%) report that they have not done this. Those who did search for supplementary materials indicate that most often it is the instructor who suggests and/or selects the supplementary material (19.5%) but at the same time, a significant number report that they choose these materials on their own (11.6%). The local public library is the choice of the majority of respondents to this question (18.4%) when they do go in search of supplementary materials.

When asked to rate their level of satisfaction with the methods of selecting supplementary materials, approximately one half of the total student sample did not reply. The majority of those responding, however, seem to be "satisfied" or "very satisfied" with the selection system. (See Table IV.15.)

The computerized literature search is very seldom used by respondents: 81.7% report they have never used this source of information, either because they didn't know about it (48.5%), or they felt they didn't need it (42.2%) or that they are not used to this method of getting information (35.8%). In fact, the majority don't know if this service is offered at all.

Students were asked in question 43 how comfortable they feel asking librarians to do a series of tasks. Their responses indicate they feel "very comfortable" or "comfortable" asking library staff to perform traditional library tasks: for example, help them find a specific item (74.5%); show them how to use the catalogue (65.0%); suggest a reference book (63.1%); find topical information (65.9%); arrange interlibrary loans (52.8%); and show them how to use technical equipment (48.2%). Many are unsure about the more specialized tasks such as preparation of a bibliography (23.8% "would not do it") and computerized literature searches (almost equal numbers feel "very comfortable",

16.6%, or "would not do it" at all, 16.1%). With regard to the less traditional library tasks, a significant majority of respondents reported they "would not do" tasks such as helping with complicated administrative forms (32.7% "would not do it"), discussing courses/studies in general (30.9%), solving computer software problems (38.3%), intervening with a course instructor on behalf of a student (46.2%), or counselling on career and job placement (44.9%). The full range of responses is reported in Table IV.16.

Awareness of Library Facilities

Respondents know a little more about the services offered by their local public library than about the services offered by other libraries, but not a great deal. Most have some knowledge of the library of the institution in which they are enrolled, and some respondents are aware of other library facilities. Table IV.17 shows students' level of awareness of library services in their region.

Students learn about public library services within the library itself, either through information displays or brochures (26.9%), or by asking library staff directly for information (26.5%). They learn about their own university or college library mainly through information placed in the course manual (27.5%) or from the instructor (22.8%). Some information is passed on by word-of-mouth between students (11.8%). In terms of the nearest college or university library, no source of information would seem to be of greater importance than any others. The large amount of missing data for this question may indicate that none of the methods of disseminating information we have listed have been as effective as they could be in informing distance education students of the services that are currently available to them. Certainly the low response rate to the items relating to the "nearest college" or "nearest university" indicates that students have little or no information on these potentially useful resources.

We then asked students for their opinion on whether more could or should be done to publicize the library's collection and services. The response to this question again was not high, although there was some consensus that more publicity was in fact needed, particularly written information, special brochures or listings of services, included with the course package but outside of the university calendar. It could be that information on library services gets lost and goes unnoticed in the institutional calendars.

Similarly, the question asking why people might choose not to use library services when they need information, had a very low response rate. The large number of non-responses make it difficult to generalize and so results must be interpreted with caution. Out of the list of items presented, only two items received a significant response: first, students feel there are no useful materials related to their course work available in the public library; and second, the library is not open when students want to use it.

Opinions on Distance Education in General

The high response rate, over 97%, to question 48 provides evidence of students' genuine interest in and commitment to distance education. There is agreement on the fact that distance education courses are more accessible than regular classroom courses (62%) and also that it takes more work to complete a course via distance mode (67.6%). Respondents agree that adult part-time students need the same support services as do full-time students (82.6%). Furthermore, recognizing the difficulties of selecting and obtaining supplementary materials, most students plan for limited use of library resources (57.7%). Respondents are unsure about the probable future impact of computer-based technologies: respondents who agree with the statement as written almost equal those who disagree (18.7% and 22.5% respectively) with a high 24.5% deciding that they really "can't say". Overall, a strong commitment to distance

education is expressed and a recognition of the need for support services and resources if such programs are to be maximally effective.

Attitudinal Information

People often tend to hold a set of attitudes about various professional groups, for example the caring and sympathetic family doctor, or the busy, highly-organized business executive. In fact, our general impression of a particular group may be faulty at best and completely contrary to reality at worst. However, it is a fact that such general impressions do exist and they colour our relationships with members of the particular group in question. Such may be the case with students and library staff. We have made an attempt with question 49 to deal with the issue of general attitudes by giving students a set of characteristics, each matched with its opposite, and a differential scale from 1 to 5 on which to take a position. Respondents found this a difficult task and many chose not to respond to this question, some with the added comment that it was impossible for them to conceptualize library staff as a group in this way. For those students who did respond to the question, many chose values at or around the mid-point so that, for 10 out of 21 items, the mid-point (3) is the highest value and for the remaining 6 items, either side of the mid-point is chosen (2,4). Some limited trends can be seen, however: library staff are generally perceived as relaxed and warm, efficient and cooperative, dependable and very organized, patient and agreeable.

Suggestions for Improvement

The suggestions given for improving library services were many: thirty codable items were recorded. The complete list of coded suggestions can be found in the Coding Instructions for the Student Questionnaire in Appendix D.2. Some respondents gave us a

series of suggested improvements while many others made no suggestions at all. The suggestions can be grouped as follows:

1. information - more information both in written form and through on-site presentations for an increased awareness of services available. (items 3, 4 - 10.2%)

2. resources - more print resources of all kinds are needed; up-to-date academic references; recommended course readings made available in a "reserved" collection; multiple copies of often-used material. (items 6, 7, 10, 11 - 13.2%)

3. fast delivery - faster processing in general, ILL service, mail (items 8, 9, 14 -7.0%); possibly direct access to other university libraries, listings of books available, any means to save precious time and avoid long delays in ILL service due to complicated routing of requests. (items 26, 30 - 5.8%)

4. library policies - longer loan periods, extended hours, possibility of borrowing video tapes instead of having to travel to view them. (items 12, 13, 15 - 9.1%)

5. staff - some respondents suggested library staff could be more welcoming and helpful to students, many of whom are not familiar with library procedures, and could be more informed about the distance education courses generally and the materials needed for those courses.

B. INTERVIEWS

The Principal Investigators were able to interview a reasonable representation of respondents from the library sector. Academic librarians from Laurentian University, Lakehead University, Algoma University College (an affiliate of Laurentian University), and Northern College of Applied Arts and Technology talked to the Principal Investigators in both face-to-face and audio-conference modes. Public library staff from northeastern and northwestern Ontario were represented in an audio conference and in a face-to-face group interview respectively.

While the interview formats followed a predetermined structure, it quickly became evident to the Principal Investigators that library staff had a lot to say, and as a result, the discussions became quite broad ranging. It is fair to say that responses to our questions were both fast and complete, and represented considerable experience with distance education students, although that experience was not always satisfying. The following summaries of the key topics pursued with structured questions includes some verbatim quotations to give a flavour of the feelings expressed as well as ideas themselves.

1. Data Access

This topic focussed on the new data access and communication technologies, their current and projected impacts and their effect on workloads of library staff. Data access technologies are defined as those which enable library staff and users to search the holdings of individual library databases, as well as to search the large commercial databases mounted by vendors such as Dialog and BRS (Bibliographic Retrieval Service). Communication technologies are defined as the hardware and software which enable one

or two-way conversations; by text (e.g., FAX, computer conferencing or electronic mail) and by voice (e.g., audio-conferencing or by audio-graphic means).

It is evident that library staff are not yet using either data access or communication technology to any significant extent, but they expect that both sets of technologies will become increasingly available and necessary. Answering machines for telephones were most often cited as the most widely used communication technology. Everyone interviewed seemed very open and hopeful that improved dialogues between distance education students and library staff were possible for the future if several issues were addressed intelligently, such as the on-going online costs of regular communication (as distinct from the costs for the set-up of hardware), and who will pay for these on-going costs, convenient access for students to micro-computers, and the high cost of communication in general across Northern Ontario.

In terms of library staff perceptions of the impact of these technologies on their jobs and workload, there was general consensus that advantages greatly outweigh any disadvantages. Some respondents argued that they expected to be able to do "more and better of the same": (i.e., of the traditional organization and retrieval of information), "do more with the same staff", save some time, generally perform with more efficiency, and tackle new tasks (e.g., online searching). Others in the public library sector felt that OPLIN, the computer-based search network, has appreciably increased workload so that more staff time is now required for ILL functions. If distance education students were required to have a micro-computer at home, one respondent suggested, then that might also have very significant implications for staff workload, especially if library use was built into the course design. Opinions varied on who should pay for the speed, convenience and breadth of information which the new technologies facilitate. Some

respondents were adamant that students should not be expected to pay extra costs for services such as online searches and that the institution would absorb the charges: "They don't pay to read an encyclopedia or journal index now". An alternative suggestion was the purchase of CD-ROM (Compact Disk-Read Only Memory) products to access reference tools such as periodical indexes. Initial costs could still be high, but on-going telecommunication costs would be avoided.

When asked how they thought the technologies would affect the use of satellite or field-base libraries (as distinct from home-base libraries) and whether the former may be rendered obsolete by highly technologized, centralized libraries, respondents agreed on the value of the social ambience and convenience of libraries geographically close to students' homes. However, the interlibrary loan fee charged for service to public libraries is considered inhibiting to many small facilities with very limited resources that might wish to deal directly with the academic library on a more regular basis.

Training for library staff in using new software and hardware was generally acknowledged to be piecemeal, ad hoc and inadequate for the expanding needs of distance education. This training problem was discussed often and was considered as great a problem as online telecommunication costs.

The Principal Investigators were left with the very strong impression that all those interviewed were very keen to exploit and implement the technologies, but that funding restraints and some bureaucratic problems with OPLIN were causing real difficulties. OPLIN, however, cannot be expected to provide services for which it was not designed. As a computerized database search system, it would seem to be functioning as intended, although speed was cited as a problem. The needs of many public library users are being

met. Search and delivery of academic materials for distance education students are not the priorities of this system.

2. Data Delivery

Given the expansion of FAX technology, the investigators asked about the current use of FAX. Most interviewees knew little or nothing about this method of data delivery.

One data delivery technology that is not new, photocopying, deserves mention. Its use reflects resource problems encountered by students anxious to have course materials immediately and easily accessible, and presents copyright problems for library staff caught between proposed copyright legislation and the present resource scarcities for distance education students. Photocopy machines, it seems, are heavily used, to the extent where two interviewees recounted the experience of one distance education student who was forced to photocopy so much material for herself over the three years of her program that she estimated that she could have purchased her own copying machine for slightly less money.

As a final comment, there was an expression from several interviewees that they would expect the new technologies to enable students to demand more service at faster speeds. While this expectation is perfectly reasonable, especially for short distance education courses, it also puts great pressure on library staff and on material delivery logistics.

3. Relationships

This topic focussed on relationships with peers and others in the distance education

enterprise. It drew comments, descriptions and opinions that ranged from the poignant to the poisonous.

Each group of academic library interviewees was asked to describe the nature of present relationships with public library staff, faculty, administrators and students.

The majority indicated "good" to "excellent" levels of cooperation with public library colleagues. This level of collegiality was not always borne out by the public library respondents. This group reported minimal, even "non-existent" communication with academic library staff. They mentioned repeatedly their needs for basic information on courses offered, books/resources required, students enrolled. Those libraries that function as a course resource centre and receive deposit collections are not in the same situation as the smaller, more remote libraries. Lack of communication for the latter was mentioned as a serious problem.

Regarding relationships with faculty, the staff from academic libraries acknowledged these to be crucial; "Faculty are our key access to students; without the faculty, we're beat". That is to say, the faculty member's perceptions and habits concerning students' skills in finding and using information, and their attitudes and beliefs about the role of library staff in adult education are seen as key determinants in course design and materials provision. But those relationships are not, it seems, developed to any marked degree. Almost all indicated "poor", "embryonic", "distant" or "minimal" relationships to be the norm. "Faculty know what the library has for their on-campus students, but they forget about the multiple copies needed for the distance students".

Another factor recognized by some interviewees is their exclusion from course design. This exclusion appears to have two major results. First, the library staff may be contacted for resources and services at the last minute, and expected to produce results of miraculous proportion: "We react at the eleventh hour". Second, the students may be disadvantaged in that they may end up receiving a course-adequate but limited set of materials. Interviewees recognized some serious effects of this practice:

- course designers are not being alerted to the potential of the new data access and delivery technologies;
- students will not learn the basic life skills of information identification, retrieval and use;
- library staff skills in teaching information usage strategies to students are wasted;
- students will not learn how to formulate questions for library-based research;
- students will not develop a "sophisticated-consumer" approach to first-class library services, and will never know what they were entitled to as a paying consumer of education.

"If everyone thinks (and acts as if) courses are self-contained, then the library is out of the picture".

Building in library usage was generally recognized as vital for student growth and for any significant partnerships between library staff and educators. Various strategies were offered to help this process of inclusion and beat that of exclusion. However, it was also pointed out that adult distance education students cannot always, for a variety of reasons, carry out the same number and kinds of library-based research activities as

can the on-campus students (nor should it be assumed that on-campus students always carry out library-based research).

Regarding relationships with administrators, library staff used terms such as "reactive", "removed" and "totally isolated". Interviewees reported lack of communication as well as lack of consideration of library conditions and services: "Don't make us beg, badger and cajole you for information about courses and students." "We have to make a true connection: administrators don't think through the library-based needs of all these new programs."

Library staff were not reticent in finding reasons for these breakdowns in communications and working relationships. They focussed in on their own reactive, rather than proactive, response behaviours and distinguished these behaviours from the projected needs for proactive, assertive, entrepreneurial behaviours that would gain them a meaningful place in distance education. They also had the sense that the educators were managing a period of very rapid expansion, in part fueled by the Contact North/Contact Nord network, and in part by the new program development funded by the Northern Distance Education Fund, and that they were not included in that expansion: "Libraries have been left behind." "Distance Education will grow, and I hope they will let us grow along with it."

Regarding their relationships with students, interviewees were asked what they considered to be the major difficulties in getting distance education students to use library services. To no great surprise, the responses focussed on seven factors: the exclusion process - libraries are built out of courses because of pre-packaging of limited information, or because the course designers see no need to encourage students to use

information gathering skills; the lack of knowledge about library services; the difficulty of identifying distance education students; the length of time required for library-requested material to reach the student; the short length of many courses; the "last minute" nature of some of the course planning that renders impossible adequate resource provision; and the lack of knowledge among library staff about the course requirements, resource demands and students enrolled.

Additional factors mentioned less frequently were: the institutional anonymity of some course tutors (i.e., the part-timers and extra-murals) who may not get an adequate chance to get to know their home institutional services well enough to suggest to students ways to use them effectively; the lack of planned follow-up to the very few on-site field visits made by library staff to orient students to services; and, finally, the difficulty of conducting reference interviews without non-verbal cues.

Regarding relationships of library staff with Francophones and Native Canadians, the questionnaire results provided little or no information. The Principal Investigators pursued both topics in the interviews, but again information given was minimal.

At present Francophone students are being serviced, on a limited basis, by Laurentian University and the University of Ottawa. Development of services has begun: two Francophone senior administrators have been appointed at Laurentian University and we understand that several major programme initiatives in the French language are being planned and developed. Contact North/Contact Nord has Francophone staff focussing on specialized needs.

There is an increase in enrolments of Native Canadian students, as well as an increased promotion of distance education courses designed for this population group. The Native Priorities for Distance Education Project at Confederation College in Thunder Bay is actively pursuing this area. However, academic library staff have a limited awareness of the needs of these students. Furthermore, Band Libraries have very limited resources and technology. OPLIN has by-passed these libraries (because of the size of the communities they serve) and library staff are left in small buildings with few books. Delivery problems are great, with some students living in areas inaccessible by road. It is worth noting, however, that some of the Reserves do have computer equipment and at least one has a FAX machine.

4. General Societal Trends

Interviewees also identified some general trends affecting distance education. Each trend mentioned by interviewees is listed, but not all trends were cited by the majority.

1. The perceived broadening of distance education courses from the areas of humanities to professional and vocational courses and to some non-credit courses;
2. An increasingly diverse student population in terms of age and ethnic background;
3. Larger numbers of adult part-time students;
4. The move to greater credentialism in careers and the upgrading of those credentials, e.g., R.N. to a B.Sc. N.;
5. More families with two working parents having little time to travel to campus-based courses;
6. Larger numbers of adults who don't want/aren't able to give up their jobs to study for credentials;

7. More "permanent" students who enjoy continuous learning;
8. Distance Education being seen as a less expensive way of attracting larger numbers of students;
9. Changing educational markets, specifically as U.S. institutions capture Ontario students into their programmes;
10. The impact of computers on communication between student, institution, and course colleagues;
11. The shift of some library staff into more proactive behaviours with clients and institutional colleagues;
12. Increasing course costs for students;
13. Increasing involvement by Native Canadians in distance education.

Our interviews were not the place to explore each of the perceived trends in depth, but they were outlined well enough by interviewees to indicate that library staff are alert to wider external changes, are knowledgeable about what they may be able to do in the distance education enterprise, and are very keen to establish signficant partnerships with their educator colleagues.

V. RECOMMENDATIONS

1. Introduction

Reading recommendations about library-based relationships in distance education may be seen by some as equivalent to reading about parenthood and apple pie: it's all very well but keep it in its place. We contend that there is a significant place for library-based partnership in distance education, but only if library services reflect their potential, not their past. No longer can library staff use the excuse that access and delivery technologies do not exist. No longer can institutions neglect their academic support services for adult part-time students if they want to maintain and improve course completion rates. With the present and expected expansion of distance education opportunities, it should not be assumed that adult students will accept whatever level of quality is meted out by their local institution.

This report should serve four useful functions: first, it provides a window on 1988 conditions and opinions; second, it offers recommendations which, if implemented, will lead to higher quality library-based services, and in turn, to improved institutional status; third, it will support the CN/CN initiative and contribute to its overall impact and effectiveness; and fourth, it provides library staff with greater opportunities for increased professionalism (i.e., building their own self-concept and self-esteem as well as their reputation).

In the preparation of the recommendations we have been influenced not only by data received and opinions expressed, but also by some general trends in higher education. Patricia Cross recently summarized major pressures for change in U.S. higher education that we believe are appropriate for Northern Ontario conditions. The major pressures are the trends of a learning society for "student inclusiveness ... driven by the

demographics of the birth rate and by the desire of institutions to maintain enrolment ..." and "campus expansiveness ... the new strategy is to take the colleges to the people ... . Where off-campus learning facilities do not exist naturally, they are created through imaginative use of technology" (Cross, 1987). Northern Ontario educators have certainly demonstrated campus expansiveness via distance education during the 1980's.

Cross examines the education industry using five propositions. We believe these propositions will have relevance in Northern Ontario for the next five to ten years. They should, therefore, be taken into account in the development of library-based partnerships in distance education. The five propositions developed by Cross are summarized as follows:

1. Institutions of higher education no longer enjoy a monopoly on the provision of educational services. The learning society has given higher education new competition for the growing adult market.

2. The roles of education providers vis-a-vis functions and programming are increasingly blurred, as various agencies respond to the market and as non-credit courses are converted to credit courses.

3. Higher education no longer has the full-time commitment of students or of faculty; adults hold down jobs as they learn, and institutions use the flexibility and lower costs of part-time or "gypsy" faculty to teach. The experience of the first degree has therefore changed for many students.

4. Lifelong learning has become a lifelong necessity for almost everyone. The concept of a "blended lifespan" is characterized by "intermittent and part-time learning" to emphasize the change from the earlier concept of a "linear lifespan" in which learning proceeded in a certain direction and then stopped at a certain age. This blended lifespan demands flexibility and responsiveness from education providers.

5. A change is needed in the methods of teaching and learning to accommodate adult learners and to provide for the long-range needs of the learning society:

> "...educators should be thinking about more than new ways to deliver the standard curriculum, about more than convenient schedules and locations for new populations of learners, about more than increasing the accessibility of lifelong learning opportunities... it seems... the task is to reconceptualize the role of postsecondary education in the learning society." (Cross, 1987)

2. A Model for Developing Partnerships

There is no value in offering a string of recommendations without the benefits of a conceptual framework. Such a framework should indicate philosophical footings, a blueprint for action, and illuminations to explain why and when certain actions succeed and don't succeed. Snow defines models as "well developed descriptive analogies used to help visualize, often in a simplified or miniature way, phenomena that cannot be easily or directly observed" (Snow, 1973). Once a conceptual model and an ensuing set of recommendations are presented and tested, library staff should be able to develop procedural models to show the practical steps required for the operation of component parts. Our contention here is that library-based partnerships for distance education lack not only integrated procedural models, but more importantly, inclusive conceptual

models as well. Without adequate models, there can be no effective development of partnerships.

We propose here a conceptual model - one that is generalized in regard to context, and presents the relevant components and how they are interrelated. The figure below integrates the components of the model -- students, library staff, distance educators, resources and professional development personnel. The functions of each, in themselves, are well known. The challenge for our model is to see how they could and should interact so that their whole is greater than the sum of their parts.

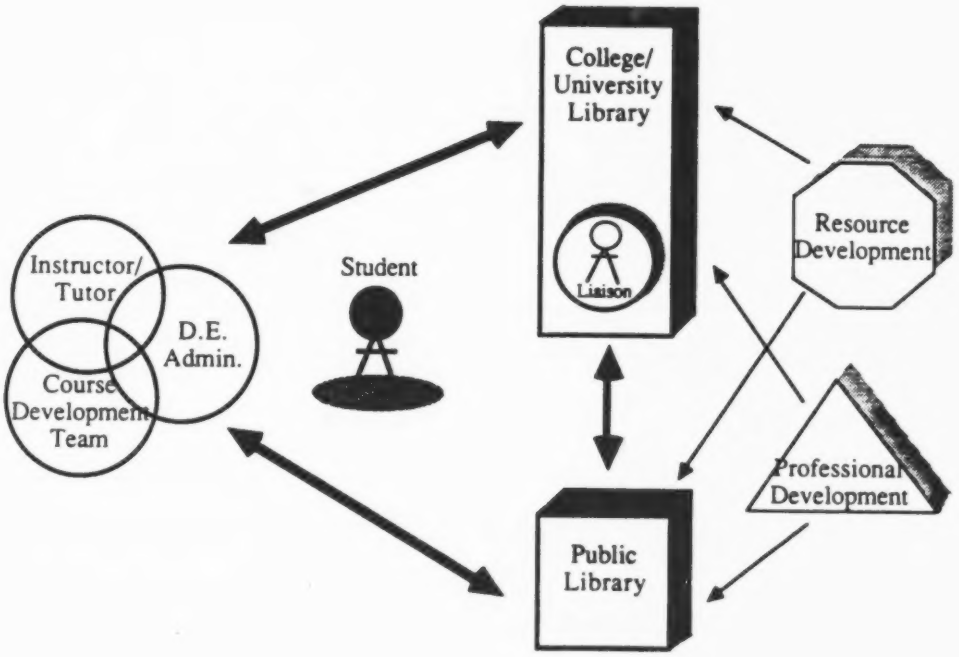

Figure 1 : Developing Partnerships Model

Linking these components are seven key mechanisms:

- Program and Course Planning
- Services Marketing
- Resource Development
- Data Access
- Technical Communications
- Services and Materials Delivery
- Professional Development

3. Recommendations

The following recommendations acknowledge the evident desire of Northern Ontario library staff to provide quality services and recognize both their achievements to date in providing such services, and the constraints under which many of them work. In all our interviews we were most impressed with the consistently student-centred perspectives taken by interviewees, and encouraged by their open-mindedness and clear calls for tangible recognition by their educator colleagues.

The recommendations also acknowledge that there are at least three distinct client groups to be considered in library services planning for the future -- Francophones, Anglophones and Native Canadians. Each group will manifest needs specific to its own culture or tradition and should be able to benefit in some ways from the experience accumulated to date.

The recommendations operationalize the relationships between the components of the model described above. They illuminate an adult learner-centred view (Burge, 1988;

Hodgson, et al, 1987; McLean, 1987) in full recognition that while this approach poses real challenges, it should give library staff an integrated focus and lead to more satisfying partnerships with library users.

Finally, the recommendations are designed to increase the conditions for inclusion of library staff in significant activity in distance education. Exclusion, which we found in this study, takes place under conditions such as these:

- inadequate or no inter-institutional communication between library and distance education staff;
- "one-shot" orientation-to-library approaches to students;
- course designers who build library-based services out of courses;
- library staff who lack knowledge of basic educational theory that would allow them to build partnerships with course designers and tutors, based on the use of some common language about how adults learn;
- students who are totally invisible or anonymous to library staff -- not seen, not talked with, not written to;
- library staff who lack incentives and rewards to push themselves and their services beyond the familiarity and comfort of traditional routines;
- educators who adopt the transmission model of teaching and who do not expect students to develop their own "fishing rods".

In practical terms, our recommendations are based on several key recognitions:

- that cost constraints are real and often also a reflection of an established power structure that shows who holds power over whom;

- that library staff stand at the brink of a powerful communication revolution and have already gathered some of the necessary hardware and software;

- that distance education students are not getting library-based services that they need and deserve (even though not all of them are frustrated and complain about the present inadequacies);

- that libraries in general are dealing with whole new groups of adult learners. The "new collars" and the "bright collars" are now added to the "blue collars" and "white collars" (Whitehead, 1988);

- that both follow-up and follow-through activities with distance education students are crucial if they are to be skillfully supported toward course completion;

- that adult students should be encouraged to be as proactive, skilled and assertive in their student role as they must be in other adult roles.

1. Program and Course Planning

Establish a communication process between the academic library and distance education administrators by: 1) assigning to one library staff member the responsibility for distance education services; and 2) adhering to an annual timetable of information transfer. The recommendations that follow develop this process.

1.1. Assign a library staff member clear responsibility for both regular and on-going liaison with distance education administrators, course learning designer, faculty,

tutors and students. It is crucial that this person be able to maintain a proactive and skilled interpersonal approach. When service to Francophone clients is involved, it is recommended that this person be bilingual. When service to Native Canadians is involved, it is recommended that this person be sensitive to their special needs.

1.2 Include an academic librarian as part of the course design team. This inclusion must start from the very earliest moments of the course planning process. This individual would:

- provide information and advice on resources available in the library;
- assist in preparing a section in the course materials on question formulation and study/research skills;
- ensure that assignments involve, as much as possible, the use of a wide range of library resources.

1.3 Ensure that academic library staff receive in June and October of each year the names of teaching faculty, instructors and/or tutors and lists of course resources.

1.4 Ensure that academic library staff be provided with preliminary lists of students in early September and early January of each year, to be followed by final lists as soon as possible.

1.5 As a summative evaluation measure in each distance education course ensure that several questions in the final course evaluation instrument refer to both human and material services of the library

1.6 Ensure that all public libraries be provided with advance information regarding distance education courses. At the very least, libraries should receive notices of all courses being offered, and, if possible, the names of course instructors/tutors.

1.7 Establish the principle of subsidization for public libraries that can demonstrate provision of services to distance education students. The subsidization schedules should be developed by a small committee comprising representatives from university, CAAT and public libraries.

2. Services Marketing

2.1 Plan a course component to inform distance education students about the whole range of library-based services available to them through the academic library and relevant deposit collection sites. This component might be a presentation during an audio class, a section in the course manual or on the computer screen, or an orientation session at a local site.

2.2 Publicize services of the academic library to other distance education personnel: faculty and instructors, administrators, and Contact North/Contact Nord (CN/CN) staff.

2.3 With the current proliferation of commercial computerized databases, students should be made aware of the range of information available to them. It is recommended that academic library staff publicize the availability of computerized literature searches. It is recognized that cost is a factor here and

fee-charging policies would remain under the jurisdiction of the institution involved.

2.4 Post attention-getting notices in all public libraries regarding services to distance education students.

3. Resource Development

3.1 Ensure that a minimal reference collection is established in each public library serving distance education students. This collection could be augmented by CD-ROM products (e.g., periodical indexes, encyclopedias, etc.). Such a collection would also be of value to the community at large and, on this basis, could attract special funding.

3.2 The deposit collection placed in a local public library is valuable as a minimum resource collection for students, although the necessary multiple copies required to provide such collections are often not available. To support this service it is recommended that a distance education designation be included in the acquisitions budget of the library of the course-offering institution with monies earmarked for required materials.

3.3 Improve resource bases for Francophones by translating existing course materials into the French language and by producing relevant French-language support materials.

3.4 The space required to house special collections and to offer students appropriate work, study or viewing facilties, is usually not available in public libraries. It is

recommended that a multiple-use space, of a minimum 35-40 square meters, be included in the design plans of each new or renovated public library. Such a space would benefit both distance education students and the community as a whole.

4. Data Access

4.1 Given that OPLIN does provide libraries across Northern Ontario with greatly improved access to resources, ensure that each public library facility, regardless of size and number of users, be included in the network.

4.2 In order to improve the speed and efficiency of the network, it is recommended that the designers of OPLIN undertake a procedural review within the context of its original purpose.

4.3 In order to minimize administrative delays that do occur, initiate a careful re-examination of current procedures which require library staff to access OPLIN first regardless of the type of material requested (for example, academic references known to exist only in university collections). It is recommended that public libraries have direct access to college and university libraries.

4.4 Given the implementation of automated library systems at both Lakehead and Laurentian Universities, extend the benefits of information access to the distance education community by providing public libraries who serve a minimum of five distance education students each term with a computer terminal to access these major collections through INET.

5. Technical Communications

5.1 Provide the library of each institution offering distance mode courses with a 24-hour, toll-free telephone answering service so that student requests can be received without delay and with no extra cost to the student.

5.2 In order to improve the speed of communication, ensure that each academic and public library either has its own FAX machine, or has relatively easy access to a FAX machine. This could possibly be arranged through CN/CN sites or through an agreement with the local Board of Education or a local business.

6. Services and Materials Delivery

6.1 To allow students to use home viewing facilities, ensure that, wherever possible, all course-related videos be transferred to the VHS format and be available for loan. This will relieve overcrowding in viewing facilities of public libraries and greatly increase the convenience for the student. Where home viewing is impossible, the institution should supply the library with good quality headphones along with the course videos.

6.2 In cases where speed is of the utmost importance, the use of FAX delivery of documents should be considered. It is essential that all libraries involved in service to distance education students have access to a FAX machine.

6.3 Consider, where appropriate, the use of Priority Post to speed delivery of materials to students. It is recognized that this may involve additional paperwork and cost, but the need for speed might be considered of greater importance.

7. Professional Development

7.1 Provide a regular and ongoing forum for planning activities and wide-ranging discussion between staff in public, college and university libraries. Two meetings should be held annually, in the Fall and the Spring, and should include staff from both northeastern and northwestern Ontario to correspond with the decision of the Ontario Library Service to regard Northern Ontario as one administrative unit (proposed for 1989). The costs of these meetings could be reduced through use of audio-conferencing technology. We recommend that the facilities of CN/CN be used wherever possible.

7.2 Establish a clear program of professional development activities, other than formal conferences, for all levels of library staff. The program should include:

- one or two-day workshops, including travel to other areas;
- one hour or half-day seminars scheduled over a designated six to twelve month period;
- interdisciplinary contact with other professionals (adult educators, technologists, sociologists) either in person or by audio or computer conference.

7.3 Formulate a training session to teach library staff interview techniques appropriate for audio and computer conferencing modes.

7.4 In one government ministry or within the CN/CN administration, establish a Field Development Fund to enable library staff to develop and implement small-scale projects directly related to their work. The following principles should apply:

i) that specific criteria be established for applicants and eligible projects;

ii) that adequate monitoring and evaluation activities be set in place;

iii) that applicants have access to consultative help in drawing up their project proposals;

iv) that applications be judged competitively, with separate sections for each sector - public, college and university;

v) that due collegial recognition be given to successful applicants.

7.5 Involve library staff actively in the search for research and development funds, and encourage research on a larger scale into areas such as user behaviour in personal information processing. Access to such research should help library staff to become proactive partners in the distance education process.

A Final Note

We began this report with a reference to CN/CN and it is appropriate now to end on the same note. The authors of this report have proposed recommendations designed to develop partnerships between all those engaged in the distance education enterprise. Contact North/Contact Nord is in a strong position to facilitate that development.

Table III.1: Number of Surveys Sent and Returned by Four Constituent Groups

		Sent	Returned	%
1.	Public Library Staff	150	76	50.7
2.	Academic Library Staff	20	17	85.0
3.	Instructor	136	53	39.0
4.	Student: University	1230	399	32.4
	College	520	114	22.0

Table III.2: Breakdown of Student Sample by Institution

	Sent	Returned	%
Laurentian University	1145	366	32.0
Lakehead University	62	20	32.3
Ottawa University	25	13	52.0
Cambrian College	45	8	17.8
Confederation College	40	88	22.0
Northern College	46	12	26.1
Sault College	27	10	37.0

Table IV.1: Availability of Communication Technologies to Public Library Staff

Communication Technoloy		Available	Not available
a)	regular telephone service	90.8	9.2
b)	24-hour telephone answering service	1.3	97.4
c)	computer conference network	5.3	94.7
d)	OPLIN	42.1	57.9
e)	FAX	3.9	94.7
f)	other (telex, CNCP, "hot line")	3.9	94.7

Table IV.2: Adequacy of Levels of Staffing in Libraries as Perceived by Public Library Staff

		Adequate	Inadequate	Not sure
a)	Professional Librarian level	34.0	1.8	13.2
b)	Library Assistant/ Technician level	47.2	5.7	7.5
c)	Clerical staff level	28.3	17.0	7.5

Table IV.3: Services Provided "Very Often" of "Often" to Distance Education Students by Library Staff

1.	Locate information	54.6%
2.	Show how to use library	52.8%
3.	Use OPLIN	39.6%
4.	Find specific resources	35.9
5.	Direct to deposit collection	28.2%
6.	Refer students to another library	20.7
7.	Conduct computerized literature search	3.8

Table IV.4: Main Reasons Why Students Do Not Use Library Services

1.	The library lacks appropriate material	73.6%
2.	Students think they can get by without library help	52.8%
3.	Students aren't aware of library services	52.8%
4.	Students unfamiliar with library procedures	39.6%
5.	Students don't get enough time for assignments to allow for library use	34.0%
6.	Students actually can get by without library help	32.1%
7.	Adult learners feel uncomforable in library	24.5%
8.	library not open when students need it	22.6%

Table IV.5: Level of Comfort of Public Library Staff With Selected Library Tasks

		Comfortable	Neither	Un Comfortable
1.	Show student how to use library	84.9	3.8	
2.	Find specific resources	81.2		
3.	Show how to research a topic	73.6	9.4	
4.	Discuss students' studies	58.5	17.0	7.5
5.	Use OPLIN	52.8	5.6	3.8
6.	Conduct a computerized literature search	17.9	13.2	3.8

Table IV.6: Role of Public Library Staff in Providing Service to Distance Education Students

1.	Provide a general support service	32.9
2.	House/locate books and materials in regular collection and via interlibrary loan	25.0
3.	Provide same service to distance education students as to all other library users	10.5

Table IV.7: Adequacy of Staffing Levels as Perceived by Academic Library Staff

		Adequate	Inadequate
a)	Professional Librarian	9	2
b)	Library Assistant/Technician	11	4
c)	Clerical Staff	5	3

Table IV.8: Main Reasons that Students Enroll in Distance Mode Courses as Perceived by their Instructors

	Reasons for Enrollment	Percent
1.	to improve job skills in order to advance in a career	68.1
2.	to earn a credit towards a university degree	57.4
3.	to earn a credit towards a college diploma	29.8
4.	for the enjoyment of taking courses	27.6
5.	to learn new skills toward a job change	25.5
6.	to learn more about the subject generally	23.4

Table IV.9: Usual Means of Delivery of 'Optional' Course Material as Perceived by Instructors

	Means of Delivery	Percent
1.	main library of institution	32.1
2.	deposit collection	22.6
3.	borrow from instructor	9.4
4.	local public library	7.5
5.	TV Ontario	3.8
6.	Other	5.7

Table IV.10: Extent of Agreement of Instructors to Issues Relating to the Role of Library Staff in Distance Education

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Cant say
a)	The major role of the librarian is to order appropriate books for my course	19.6	19.6	13.7	29.4	5.9	11.8
b)	The librarian doesn't need to teach information-gathering skills	3.9	7.8	5.9	49.0	25.5	7.8
c)	The librarian is there to supply information	30.0	60.0	4.0	4.0		2.0
d)	The librarian is a valuable member of a course design team	21.6	27.5	15.7	13.7	5.9	15.7
e)	A good librarian helps students to find information for themselves	51.0	39.2	2.0	2.0	3.9	2.0
f)	The librarian should work with the instructor and learning designer to develop student assignments	9.6	19.2	15.4	36.5	11.5	7.7
g)	The librarian has no place in the course design process	3.9	9.8	19.6	33.3	27.5	5.9
h)	The librarian should have time to work with the instructor in developing supplementary materials for the course	13.5	51.9	17.3	3.8	1.9	11.5
i)	The librarian can't provide much help to distance education students	7.8		19.6	33.3	33.3	5.9

83

Table IV.11: Breakdown of Student Questionnaire Returns by Institution

Institution	Frequency	Valid Percent
Laurentian	366	70.8
Cambrian	8	1.5
Sault	10	1.9
Northern	12	2.3
Lakehead	20	3.9
Confederation	88	17.0
Ottawa	13	2.5
	517	100.0

Table IV.12: Main Reasons Given by Students for Enrolling in a Distance Education Course

1.	to earn a credit towards a university degree	69.4%
2.	to improve my job skills in order to advance in my career	50.3%
3.	to learn more about the subject generally	36.0%
4.	to learn new skills towards a job change	27.3%
5.	I enjoy taking courses	19.1%

Table IV.13: Sources for Required Materials

1.	a deposit collection at a local site	27.1%
2.	purchase from bookstore	21.3%
3.	university/college library	18.0%
4.	distance education coordinator or instructor	17.4%
5.	local public library	2.3%

Table IV.14: Sources for Optional Materials

1.	a deposit collection at a local site	23.6%
2.	university/college library	18.2%
3.	local public library	16.6%
4.	distance education administration	15.1%
5.	borrow from friend, instructor	12.1%

Table IV.15: Students' Level of Satisfaction with Selection Methods

		Very Satisfied Satisfied	Not Satisfied
1.	course instructor selects	36.9	3.3
2.	library staff selects	22.3	3.5
3.	library staff provides a subject bibliography	18.7	2.9
4.	library staff does a computerized literature search	9.3	1.9
5.	self search	10.7	1.5

Table IV.16: Students' Level of Comfort with Asking Library Staff to Perform Selected Tasks

	Very comfortable	Comfortable	Not very comfortable	Would not do it	Missing data
a) help you find a specific item in the library	47.4	27.1	4.1	.2	21.3
b) show you how to use the catalogue	38.3	26.7	7.0	3.5	24.6
c) suggest a reference book to help with your assignment	35.8	27.3	8.1	4.8	24.0
d) show you how to find information on a particular topic	37.7	28.2	7.0	2.7	24.4
e) prepare a bibliography on a particular topic	15.1	11.8	15.9	23.8	33.5
f) conduct a computerized literature search for your research paper	16.6	14.1	9.9	16.1	43.3
g) arrange an interlibrary loan	32.3	20.5	5.4	9.7	32.1
h) help you fill out a complicated form from the university/college	12.4	9.7	7.9	32.7	37.3
i) discuss your course/studies in general	10.1	12.2	10.1	30.9	36.8
j) help you solve a problem with home computer software	3.9	8.3	6.8	38.3	42.7
k) talk to an instructor on your behalf about a course problem	4.4	5.0	6.6	46.2	37.7
l) show you how to use audio-visual equipment (CD/ROM, VCR)	23.2	25.0	5.6	12.6	33.7
m) provide career counselling and job placement information	4.1	3.5	7.7	44.9	39.8

Table IV.17: Students' Level of Awareness of Library Services Available in Their Region

		Nothing	Small/Moderate	Great Deal
1.	local public library	6.2	80.0	13.8
2.	library of institution in which enrolled	25.2	71.3	3.5
3.	nearest college library	50.3	47.8	1.8
4.	nearest university library	41.3	55.6	3.1

References

Affleck, Del. "A Proposed Model for the Provision of Library Services to Academic Distance and Other Off-Campus Educational Programmes in Saskatchewan." Unpublished manuscript. July 1987.

American Library Association. Association of College and Research Libraries Standards and Accreditation Committee. **Guidelines for Extended Campus Library Services.** Draft. January 1982.

Birge, Lynn E. **Serving Adult Learners: A Public Library Tradition.** Chicago, Ill.: ALA, 1981.

Bonin, K.R. Personal Communication with Burge and Snow, April 1987.

Burge, Elizabeth J. "Beyond Andragogy: Some Explorations for Distance Learning Design." **Journal of Distance Education** 3, no. 1 (1988): 5-23.

Burge, Elizabeth J. "Changing Perspectives." **Library Trends** 31 (Spring 1983): 513-23.

Campbell, Bonnie. "OPLIN: The Ontario Public Library Information Network." **Canadian Library Journal** 45, no. 5 (October 1988): 277-79.

Carver, E. Joyce, and MacKay, Ruth. "Equal Opportunity for Learning: How Effective are Graduate Level Credit Courses Taught Through Audioteleconferencing?" **Canadian Journal of University Continuing Education** 12, no. 1 (February 1986): 16-31.

Coldeway, D.O. "Learner Chraracteristics and Success." In **Distance Education in Canada**, pp. 81-93. Edited by I. Mugridge and D. Kaufman. London, Eng.: Croom Helm, 1986.

Cole, S., et al. "Towards Good Teaching by Correspondence." **Open Learning** 1, no. 1 (1986): 16-22.

Conley, Pamela. "Some Observations on Off-Campus Library Services in Ontario in 1987." Unpublished paper. Peterborough, Ont.: Trent University, 1988.

Council of Ontario Universities. **A Review of Distance Education in Ontario Universities.** Toronto, Ont.: The Council, 1983.

Crocker, Christine, ed. **Guidelines for Library Services to External Students.** Ultimo, N.S.W.: Special Interest Group on Distance Education, Library Association of Australia, 1982.

Cross, K. Patricia. "The Changing Role of Higher Education in the United States." **Higher Education Research and Development** 6, no. 2 (1987): 99-108.

Dale, Sheila, and Schippers, Gus. "Back-up Resources for Distance Learning: Overview and Examples from the Dutch and British Open Universities." Round Table on Continuing Professional Education (29-RTCPE-1-E), 53rd IFLA Council and General Conference, Brighton, U.K., 16-21 August 1987.

Distance Higher Education and the Adult Learner. Innovations in Distance Education: Occasional Papers of the Dutch Open University, Vol. 1. Edited by Ger van Enckevort, Keith Harry, Pierre Morin, and Hans G. Schutze. Asser, The Netherlands: Dutch Open University, 1986.

Education, Research, Information Systems and the North. Edited by W. Peter Adams. Ottawa, Ont.: Association of Canadian Universities for Northern Studies, 1987.

Fine, Sara. "Research and the Psychology of Information Use." **Library Trends** 32 (Spring 1984): 441-60.

Frewin, Carlos. **Outreach Project: A Report on Confederation College's Approach to Distance Education in Northwestern Ontario.** Thunder Bay, Ont. Confederation College, 1982.

Gray, John. **Library Services in Distance Education: Proceedings of a National Seminar Held by the SA College of Advanced Education Library and the University and College Libraries Section (SA) of the Library Association of Australia, Adelaide University, August 1985.** Adelaide, Aust.: South Australian College of Advanced Education Library, 1986.

Haworth, D. Elaine. "Library Services to the Off Campus and Independent Learner: A Review of the Literature." **Journal of Librarianship** 14, no. 3 (July 1982): 157-75.

Hodgson, V.E., et al, eds. **Beyond Distance Teaching, Towards Open Learning.** Milton Keynes, U.K.: Society for Research Into Higher Education & Open University Press, 1987.

Holmberg, B. **Status and Trends of Distance Education.** 2nd ed. Lund, Sweden: Lector Publishing, 1985.

Howard, Sheila. "Libraries in Distance Education." **Canadian Journal of University Continuing Education** 11, no. 1 (February 1985): 45-58.

Howard, Sheila. "Library Use Education for Adult University Students." **Canadian Library Journal** 40, no. 3 (June 1983): 149-55.

International Council for Correspondence Education. **Learning at a Distance: A World Perspective.** Edmonton, Alta.: Athabasca University, 1982.

International Council for Distance Education. **Papers Submitted to the 14th World Conference in Oslo, 9-16 August 1988.** Edited by David Stewart and John S. Daniel. Oslo, Norway: The Council, 1988.

Kaye, A., and Rumball, G., eds. **Distance Teaching for Higher and Adult Education.** London, Eng.: Croom Helm, 1981.

Kelly, Glen J. "The Development of Acquisitions and Collection Services for Off-Campus Students in Northeastern Ontario: An Important Library Collection Development Issue or Merely an Issue of a More Efficient Materials Handling and Delivery System?" **Library Acquisitions: Practice & Theory** 11 (1987): 47-66.

Kidd, J. Roby. "Learning and Libraries: Competencies for Full Participation." **Library Trends** 31 (Spring 1983): 525-42.

Knox, Alan B. "Counseling and Information Needs of Adult Learners." **Library Trends** 31 (Spring 1983): 555-68.

Lumsden, B. Personal Communication with Burge, May 1988.

MacKeracher, Dorothy. "The Learner and the Library: There's More to Learning than Meets the Eye." **Library Trends** 31 (Spring 1983): 599-619.

McLean, Heather. "Linking Person-Centred Teaching to Qualitative Research Training." In **Appreciating Adults Learning: From the Learners' Perspective**, pp. 127-36. Edited by David Bond and Virginia Griffin London, Eng.: Kogan Page, 1987.

Miller, Keith A., and others. "Library Use and Preferences: A Comparison of On-Campus and Off-Campus Students at the University of Wyoming." Paper presented at **The 2nd Articulation Conference on Library Services to Off-Campus Students**, Jackson Research Center, Jackson, Wy., 25 September 1984. (ERIC Document ED 256 348).

Monroe, Margaret E. **Library Adult Education: The Biography of an Idea.** New York, N.Y.: Scarecrow Press, 1963.

Montgomerie, T. Craig. "Facilitating 'Extended Campus' Graduate Education Through Electronic Communications." Paper presented to **The Conference on Communications Technology in Higher Education**, Moncton, N.B., 30 April to 2 May 1986.

Mount, Joan, and Turple, Joan. "University Library Service for Off-Campus Students." **Canadian Library Journal** 37, no. 1 (February 1980): 47-50.

Mugridge, Ian, and Kaufman, David, eds. **Distance Education in Canada.** London, Eng.: Croom Helm, 1986.

National Library of Canada. **Resource Sharing in Ontario: A Report on the Series of Seven Resource Sharing Meetings Held in Ontario Between April and June 1987.** Ottawa, Ont.: February 1988.

Northern Library Services Project Report. Presented to the Ontario Library Service. Toronto, Ont.: Unisource Management Consulting, Inc., 1987.

The Off-Campus Library Services Conference. **Proceedings.** Knoxville, Tenn., 18-19 April 1985. Mt. Pleasant Mich.: Central Michigan University Press, 1986.

The Off-Campus Library Services Conference. **Proceedings.** Reno, Nev., 23-24 October 1986. Mt. Pleasant Mich.: Central Michigan University Press, 1987.

Orton, Larry, and Wiseman, John. "Library Service to Part-time Students: A Survey at Trent and Queen's Universities." **Canadian Library Journal** 34, no. 1 (February 1977): 23-27.

Payne, Philip, ed. "The Part-Time Student in the Library." Papers of a **Conference Held at City of London Polytechnic,** London, Eng., 15-16 April 1982. (ERIC Document ED 234 803).

Scott, R. Neil. "The University of Oxford's Approach to Adult and Continuing Education." **Journal of Academic Librarianship** 14, no. 1 (March 1988): 15-23.

Shobe, C.R. "New Technologies in Distance Education." In **Distance Education in Canada,** pp. 215-33. Edited by I. Mugridge and D. Kaufman. London, Eng.: Croom Helm, 1986.

Slade, Alexander L. "The Evolution of Library Services for Off-Campus and Distance Education Students in Britilsh Columbia." **PNLA Quarterly** 51, no. 2 (Winter 1987): 34-38.

Slade, Alexander L. **The Second Canadian Off-Campus Library Services Survey, 1988: Final Report.** Victoria, B.C.: University of Victoria, 1988.

Smith, Helen Lyman. **Adult Education Activities in Public Libraries: A Report of the ALA Survey of Adult Education Activities in Public Libraries and State Library Extension Agencies.** Chicago, Ill.: ALA, 1954.

Smith, Peter, and Kelly, Mavis. **Distance Education and the Mainstream: Convergence in Education.** London, Eng.: Croom Helm, 1987.

Snow, Judith. "Library Service to Off-Campus Students: A Review of the Literature." In **Developing Partnerships: A Proposal to Investigate Library-Based Relationships with Students and Educators Participating in Distance Education in Northern Ontario,** Appendix E. Submitted by L. Burge and J. Snow. Toronto, Ont.: Ontario Institute for Studies in Education, 1987.

Snow, R.E. "Theory Construction for Research on Teaching." In **Second Handbook of Research on Teaching,** edited by R.M.W. Travers, pp. 77-112. Chicago, Ill.: Rand McNally, 1973.

Spronk, B. Personal Communication with Burge, May 1988.

Stone, C. Walter, ed. "Current Trends in Adult Education: Introduction." **Library Trends** 8 (July 1959): 3-8.

Tight, M. "Defining Distance Education." **ICDE Bulletin** 18 (1988): 56-60.

Weingand, Darlene. "Adult Education, Literacy and Libraries." **Library Trends** 35 (Fall 1986): 183-345.

Whitehead, Ralph, Jr. "New Collars... Bright Collars." **Psychology Today** 22, no. 10 (October 1988): 44-49.

Winders, Ray. **Information Technology in the Delivery of Distance Education and Training**. Soham Ely, Cambs.: Peter Francis, 1988.

Winter, Andrew. "Off-Campus Students: Their Needs for Reference Material and the Influence of the Off-Campus System in Which They Study." **Open Campus** no. 9 (1984): 96-107.

APPENDIX A

A.1 Public Library Staff Questionnaire with Percentage Results

A.2 Coding Instructions for Public Library Staff Questionnaire .

A.3 Permission Letter to Accompany Public Library Staff Questionnaire

A SURVEY OF LIBRARY SERVICES AND RESOURCES FOR DISTANCE EDUCATION

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. We want to know about your experiences and opinions as a public library staff member who now provides service, or may provide service in the future, to distance education students.

This questionnaire can be answered in one sitting: it does not require you to do any research or data gathering.

Your answers will be strictly confidential. No one will see them besides the researchers. Please return your questionnaire directly to OISE in the self-addressed envelope provided, ***NO LATER THAN MAY 30, 1988.***

Thank you for your cooperation.

© 1988. Ontario Institute for Studies in Education

A Survey of Library Services and Resources for Distance Education

Public Library Staff Survey

Please Note: Distance education students are defined for the purposes of this questionnaire as students enrolled in a course where they do not meet face to face, regularly, with the instructor. They may, however, meet with other students to work in small groups, or with the instructor and/or other students via telephone or computer conferencing. **The term 'student' always indicates 'distance education student'.**

1. Name (optional): _____ Male 11.9 Female 86.6

2. Name of library: _____

3. Your present position:

_____

4. What is your first language?

French	20.3	☐
English	70.3	☐
Bilingual (French/English)	2.7	☐
Cree/Ojibway	2.7	
Other	4.1	

5. What language do you normally use for work and study?

French	12.8	☐
English	84.0	☐
Other (specify) _____		☐

6. A variety of communication technologies are appearing in libraries across the province. Please indicate which of the following technologies are available to you.

a)	regular telephone service	90.8	☐
b)	24 hour telephone answering service (students can leave a message)	1.3	☐
c)	computer conferencing network (messaging by computer at any time, day or night)		☐ 5.3
d)	OPLIN network	42.1	☐
e)	FAX (facsimile transmission by telephone lines)	3.9	☐
f)	Other (telex, CNCP, 'hot line'phone)	3.9	

7. Do distance education students use your library for course-related work?

a)	Yes - they currently use our library	60.0 ☐
b)	No - they do not currently use our library, but did use it in the past	2.7 ☐
c)	No - they do not currently use our library, but probably will in the future.	6.7 ☐
d)	No - they do not currently use our library and will not likely use it in the future.	10.7 ☐
e)	I don't know if any distance education students use our library	20.0 ☐

8. If you checked (c), (d) or (e) above, please comment briefly, then go to Question 41, page 12.

_____

_____

9. How many library staff members are directly involved in helping distance education students?

		Full-time	Part-time
a)	Professional Librarian	_____	_____
b)	Library Assistant/Technician	_____	_____
c)	Clerical staff	_____	_____

10. In your opinion, is the present level of staffing adequate to meet current demands of service to distance education students?

		Adequate	Inadequate	Not sure	Missing
a)	Professional Librarian level	34.0	1.8	13.2	51.0
b)	Library Assistant/Technician level	47.2	5.7	7.5	39.6
c)	Clerical staff level	28.3	17.0	7.5	47.2

11. Does your library get any extra financial support for service to distance education students?

Yes ☐

No ☐

12. Where is the extra financial support allocated? Check as many boxes as apply.

Acquisitions	☐
Staffing - Public Services	☐
Staffing - Technical Services	☐
Library Administration	☐
All of the above	☐
Don't know	☐

13. Is your own library budget able to handle service to distance education students adequately?

Yes	☐
No	☐
Don't know	☐

14. a) Who, if anyone, provides you with registration information on distance education students? Check as many boxes as apply.

i)	Registrar's office of an academic institution	☐
ii)	distance education administrator/coordinator	☐
iii)	course instructor	☐
iv)	students themselves	☐
v)	no one provides information	☐
vi)	I don't know	☐

b) How, if at all, is this information provided?

i)	It is sent automatically to the library	☐
ii)	The library must search out the information	☐

Comment: _____

15. Sometimes a small deposit collection of course materials (books, journals, articles, etc.) is supplied by the instructor for student use and left in a local public library.

Do you house any deposit collections in your library?

Yes	☐	37.7
No	☐ (go to Question 19)	56.6
Don't know	☐ (go to Question 19)	5.7

16. If Yes, how many deposit collections were housed in your library in the1987-88 academic year?

_____

17. Do you have sufficient space to store these collections without disrupting your current organization?

_____

_____

18. Please comment on any advantages and/or disadvantages of deposit collections.

_____

_____

19. How do distance education students use your library? Check as many boxes as apply.

a)	as a quiet place to read and study		71.7	☐
b)	to watch videos		40.0	☐
c)	to use the deposit collection		41.5	☐
d)	to use our regular collection		81.1	☐
e)	to meet before a class		13.2	☐
f)	I don't know		5.7	☐
g)	Other:	ILL	15.1	☐
		Exams	3.8	
		fiches	3.8	

20. When distance education students come to you for information, what services, if any, do you provide? **Check as many as apply.**

		Yes	No	Don't Know
a)	direct them to the deposit collection	47.2	17.0	1.8
b)	help them find appropriate materials from our own library collection	83.0	1.8	
c)	prepare a subject bibliography	9.4	32.1	3.8
d)	conduct a computerized literature search	5.6	30.2	3.8
e)	check the OPLIN network and arrange an interlibrary loan	70.0	1.8	
f)	check university/college microfiche catalogues and arrange an interlibrary loan	30.2	22.6	5.6
g)	refer them to another library in the area	30.2	22.6	5.6
h)	they don't ask for this type of information	5.6	3.8	5.6
i)	other (photocopying)	9.4		

21. Which one of the following styles do students generally prefer when searching for information in your library?

a) they prefer to talk with a library staff member before beginning their search — 58.5 ☐

b) they prefer to begin their search by themselves before consulting a library staff member — 17.0 ☐

c) both — 7.5

22. Regarding your experience with distance education students, please estimate how often you have done the following:

		Very Often	Often	Some-times	Rarely	Not applic-able
a)	found specific resources in your own library collection	1.9	34.0	41.5	3.8	1.9
b)	directed students to a deposit collection	5.6	22.6	11.3	1.9	22.6
c)	used the OPLIN network to arrange an interlibrary loan	24.5	15.1	24.5	3.8	1.9
d)	referred students to another library	5.6	15.1	20.7	22.6	3.8
e)	shown a student how to use the library	20.7	32.1	15.1	7.5	1.9
f)	shown a student how to find information on a particular topic	18.8	35.8	18.8	3.7	1.9
g)	conducted a computerized literature search	1.9	1.9	3.7	3.7	45.3
h)	listened to students' concerns	24.5	18.8	24.5	9.4	1.9

23. How do distance education students most often request material from your library?

a)	mail		☐
b)	telephone	1.9	☐
c)	electronic messaging system		☐
d)	personal visit	47.2	☐
e)	other (specify)		☐

_____

_____

24. How many items do students request, on average, at one time?

0 none	☐	1.9
1	☐	9.4
2 - 5	☐	68.0
6 - 10	☐	1.9
11 - 15	☐	

25. How do distance education students receive the materials they have requested? Check all that apply.

a)	regular mail delivery	26.4	☐
b)	Priority Post delivery	18.8	☐
c)	prepaid courier service	5.6	☐
d)	courier service paid for by student	5.6	☐
e)	the student collects it from our library	77.3	☐
f)	FAX delivery	0	☐
g)	other (specify)	0	☐

_____

26. How long does it take, on average to process requests? Check one box in each line.

		within 24 hrs	within 3 days	within 1 week	within 2 weeks	more than 2 weeks	unable to estimate
a)	single-item request	20.7	7.5	9.4	24.5	15.1	7.5
b)	multiple-item request	15.1	5.6	9.4	22.6	15.1	3.8

27. When delays occur, what are the main reasons for this?

_____

_____

28. What could be done, in your opinion, to improve the response time?

_____

_____

29. Can you estimate how often, on average, you use the following technologies to deal with requests from distance education students?

		Weekly	Every 2 weeks	Monthly	Every 2 months	Not at all
a)	regular telephone service	24.5	15.1	9.4	13.2	9.4
b)	24-hour telephone answering service				1.9	26.4
c)	computer conferencing network		1.9	1.9	1.9	22.6
d)	OPLIN network	24.5	5.6	17.0		9.4
e)	FAX		1.9			22.6
f)	Other					

30. If you have had problems with any of the above, please comment briefly.

_____

_____

31. What, if anything, do you do to inform distance education students of the services offered by your library? **Check all that apply.**

a)	display of information in library	39.6	☐
b)	specialized brochures	20.7	☐
c)	notice placed in the local newspaper	11.3	☐
d)	presentations given in the library	5.6	☐
e)	we don't publicize these services	28.3	☐
f)	other		☐

_____

32. What would you like to see done, if anything, to further publicize the library's resources and services to distance education students?

_____

33. **Some students don't use library services to a great extent. Why do you think this is so? Check all that apply.**

a)	The library is too far away.	5.6	☐
b)	Students aren't aware of library services.	52.8	☐
c)	The library is not open when students with full-time jobs want to use it.	22.6	☐
d)	Adult learners feel uncomfortable in a library.	24.5	☐
e)	Students are not familiar with library procedures.	39.6	☐
f)	Students think they can get by in their courses without library help.	52.8	☐
g)	Students actually can get by in their courses without library help.	32.1	☐
h)	Students think that the library does not have appropriate materials for their course work.	73.6	☐
i)	The library does not have material in the first language of the student, e.g., French, Cree, Ojibway.	18.8	☐
j)	The library does not provide adequate services for the disabled.	17.0	☐
k)	Students aren't given enough time for assignments to allow for library use.	34.0	☐
l)	Other (specify) _____		☐

34. Which 3 of the reasons you have checked above are the most important?

(b) 35.8% (h) 30.2% (f) 26.4%

35. Based on your own experience with distance education students, please indicate how comfortable you would feel about doing the following tasks, regardless of whether or not you presently are carrying them out.

	Very comfortable	Comfortable	Neither	Uncomfortable	Very uncomfortable
a) finding specific resources in your own collection	47.2	34.0	3.8	1.9	
b) showing a student how to use the library	64.2	20.7			
c) showing a student how to research a topic	45.3	28.3	9.4		
d) conducting a computerized literature search	7.5	9.4	17.0	7.5	7.5
e) using the OPLIN network	41.5	11.3	5.6		3.8
f) discussing students' course/studies in general	28.3	30.2	13.2	5.6	3.8

36. a) If a workshop on adult learning were held in your area, how interested would you be in attending?

i)	Not interested at all	5.6
ii)	Somewhat interested	22.6
iii)	Moderately interested	28.3
iv)	Very interested	32.1

b) How directly relevant would this be to your work?

i)	Not relevant at all	7.5
ii)	Somewhat relevant	30.2
iii)	Moderately relevant	24.5
iv)	Very relevant	24.5

37. What, in your opinion, are the best features of your present service to distance education students?

1. ILL via OPLIN	35.8	5. personal attention	9.4
2. materials - direct access	20.7	6. inter-library cooperation	3.8
3. library space for study, viewing	5.7	3. don't know/no comment	39.6

38. What problems, if any, do you experience with present library services to distance education students?

1. no problems (plus no answer)	37.8	6. ILL slow	5.7
2. lack of material resources	28.3	7. poor communication with university or college	9.4
3. staff shortage	7.5	9. students plan poorly	5.7
4. work overload			
5. space shortage	3.8	12. cost, i.e. ILL charges	5.7

39. In the best of all possible worlds, which of the following would lead to a major improvement in library services for distance education learners? Check all that apply.

a)	additional physical space	41.5
b)	a bilingual staff member	15.1
c)	increased learning resources	81.1
d)	more professional staff	18.8
e)	more clerical staff	22.6
f)	general in-service training	39.6
g)	in-service training on theories of adult learning	32.1
h)	upgraded telecommunications facilities	41.5
i)	staff changes	1.9
j)	other:	

40. Which 3 of the improvements you have checked above are the most important?

(c) 68.0 (a) 28.3 (f) 24.5 (h) 24.5

111

41. People tend to hold a set of attitudes about various professional groups. Circle one number on each line below to indicate your general impressions of library staff. For example, if you think that library staff in your experience are very creative, you would circle 1 on the line Creative -- Uncreative.

	1	2	3	4	5	
Relaxed	28.6	48.2	21.4	1.8		Tense
Cold	5.4	3.6	16.1	35.7	39.3	Warm
Active	39.3	30.4	23.2	7.1		Passive
Sympathetic	35.7	35.7	25.0	3.6		Unsympathetic
Conventional	13.5	21.2	53.8	9.6	1.9	Unconventional
Out-of-date	1.8	9.1	25.5	40.0	23.6	Up-to-date
Efficient	37.5	39.3	12.5	5.4	5.4	Inefficient
Uncooperative	5.3	3.5	7.0	28.1	56.1	Cooperative
Dependable	50.0	23.2	7.1	10.7	8.9	Undependable
Disorganized	3.5	5.3	12.3	45.6	33.3	Organized
Flexible	32.1	25.0	25.0	14.3	3.6	Rule-bound
Persevering	37.5	37.5	17.9	5.4	1.8	Gives up easily
Practical	32.1	41.1	19.6	7.1		Impractical
Slow		7.1	33.9	41.1	17.9	Fast
Innovative	19.6	23.2	33.9	19.6	3.6	Traditional
Patient	41.1	37.5	19.6	1.8		Impatient
Disagreeable	3.5	3.5	7.0	43.9	42.1	Agreeable
Confident	28.1	42.1	26.3	3.5		Uncertain
Unimaginative		10.7	28.6	42.9	17.9	Imaginative
Creative	29.8	40.4	24.6	5.3		Uncreative
Cautious	9.1	20.0	56.4	12.7	1.8	Risk-taking

42. And, finally, what do you think is the role of the public librarian in providing service to distance education students?

1. general support	32.9	6. support role only for univ/col.	4.0
2. willing listener	2.6	7. distance ed. now low priority	4.0
3. house/locate books	25.0	9 equal treatment	10.5
4. teach research skills	2.6	11. provide study space	5.3
5. facilitate info. access	4.0		

Thank you for staying until the end.

Please return questionnaire in the stamped self-addressed envelope provided.

CODING INSTRUCTIONS FOR PUBLIC LIBRARY STAFF QUESTIONNAIRE

2. Remoteness indicator:

(1) Major Centres: (& environs)
- Thunder Bay (Murillo, Kakabeka Falls)
- Sault Ste. Marie
- Sudbury (Garson, Val Caron, Hanmer, Azilda, Copper Cliff, Lively)
- North Bay (Corbeil, Callander)
- Toronto

(2) Medium Communities:

Northwest	Northeast
Kenora	Kapukasing
Fort Frances	Wawa
Dryden	Elliot Lake
Sioux Lookout	Chapleau
	Cochrane
	Timmins
	Ansonville
	Iroquois Falls
	Haileybury
	New Liskeard
	Cobalt
	Kirkland Lake
	Hearst

(3) Remote towns

3. position: professional librarian 1
technician/assistant 2

8.
1 small collection
2 other libraries close by
3 short hours
4 small community
5 distance education just starting in area (Contact North programs)
6 not <u>aware</u> of distance education students

14. (b) Comment:
1 student provides
2 varies with instructor
3 no info. available

17.
1 yes
2 no
3 barely
4 no shelving

18.
1 great advantage - help to students
2 more clients attracted
3 supplements local collection
4 disadvantage - takes up space
5 disadvantage - tiem consuming
6 hard to control, i.e. students don't return books
7 conflicting loan policies
8 loan time not long enough

19. (g) other:
1 ILL
2 examinations
3 use fiche of other libraries

27. delays:
1 general comment - distance/slowness
2 ILL process via OPLIN slow (public system); materials in circulation at other library
3 university library problem - slow, unwilling to lend
4 local library lacks resources, equipment
5 staff shortages, work overload
6 MAIL SLOW
7 difficulty finding source

28. improvements:
1 don't know/nothing
2 more money (books & services)
3 more staff (local and OLS headquarters)
4 better equipment
5 access to OPLIN
6 faster service (OPLIN)
7 faster service (university library):
direct access to univ. collection, reserved collection at university
8 faster mail delivery
9 phone-in service
10 students do better long-term planning

32.
1 written info., brochures, flyers
2 library presentations, special events
3 media use - newspapers, TV
4 general comment
5 instructors' responsibility
6 college/univ. responsibility
7 more staff
8 more funding

33. (l)
1 ILL too slow
2 not in habit of using library

37. best features:
1 ILL via OPLIN network
2 resources - direct access to materials
3 physical facilities - A.V. equipment, study space
4 long open hours
5 personal attention - helpful staff
6 good cooperation with other libraries
7 examination site
8 don't know/no comment
9 special reciprocal borrowing agreements

38. problems:
1 no problems
2 material resources - all levels
3 staff shortage
4 work overload
5 physical space
6 slow ILL/time
7 poor communication with univ/college
8 publicity
9 students need to be willing to search and use services; plan time better
10 hours of service
11 library procedures inflexible; need longer loan period
12 ILL charges/cost factor
13 budget
14 students given more time for assignments
15 book loss

39. (j)
1 better communication with distance education admin.
2 more money
3 better service, higher priority
4 high school library access

42. role of librarian:
    1 general - support service, etc.
    2 active listener, approachable, eager to help (people approach)
    3 house/locate books (local & ILL)
    4 teach resource use, research skills
    5 facilitator - access to information, supplementary materials
    6 support role for univ./college they should supply materials
    7 distance education students low priority. should have greater priority
    9 no preferential treatment - same service for all
    10 distance education general comment
    11 quiet study area

A.3

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641
Developing Partnerships Project

April 21, 1988

Dear Colleague,

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. Major funds for the project have been provided by the Northeastern Regional Coordinating Centre of Contact North/Contact Nord, part of a major initiative for the north established by the Ministry of Colleges and Universities. Additional funds were received from the Ontario Council for University Continuing Education.

Contact North/Contact Nord was established to support significant educational developments in communities across Northern Ontario. Such developments should help to increase human resources and workplace skills, and strengthen the economic basis of the north. OISE is delighted to have been given the opportunity to participate in this important initiative.

We want to know your ideas about library services for distance education students and, if you are already dealing with these students, your reactions and ideas in the light of that experience. We realize that some librarians are not yet directly involved, but that they may well be as distance education opportunities expand across the north. We have discussed the design of the questionnaire with several public librarians on our Advisory Committee, and with the Libraries and Community Information Branch of the Ministry of Culture and Communications.

We assure you that your responses will be strictly confidential. Only the three members of the OISE research team will have access to this information. Please sign the form below and return it with your completed questionnaire at your earliest convenience.

Thank you for your cooperation.

Yours sincerely

Elizabeth Burge Judith Snow
Principal Investigators

Joan Howard
Research Officer

( ) I agree to participate in the survey study on library-based support for distance education. _____
Signature

( ) I do not agree to participate in the survey study on library-based support for distance education. _____
Signature

APPENDIX B

B.1 Academic Library Staff Questionnaire with Aggregate Results

B.2 Coding Instructions for Academic Library Staff Questionnaire

B.3 Permission Letter to Accompany Academic Library Staff Questionnaire

A SURVEY OF LIBRARY SERVICES AND RESOURCES FOR DISTANCE EDUCATION

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. We want to know about your experiences and opinions as an academic library staff member who now provides service, or may provide service in the future, to distance education students.

This questionnaire can be answered in one sitting: it does not require you to do any research or data gathering.

Your answers will be strictly confidential. No one will see them besides the researchers. Please return your questionnaire directly to OISE in the self-addressed envelope provided, ***NO LATER THAN MAY 30, 1988.***

Thank you for your cooperation.

© 1988. Ontario Institute for Studies in Education

A Survey of Library Services and Resources for Distance Education

Academic Library Staff Survey

Please Note: Distance education students are defined for the purposes of this questionnaire as students enrolled in a course **where they do not meet face to face, regularly**, with the instructor. They may, however, meet with other students to work in small groups, or with the instructor and/or other students via telephone or computer conferencing. **The term 'student' always indicates 'distance education student'.**

1. Name (optional): _____ Male 4 Female 13

2. Name of library: _____

3. Your present position:

University	4	prof. lib.	10
College	13	tech./asst.	7

4. What is your first language?

French	4	=
English	13	=
Other (specify) _____		=

5. What language do you normally use for work and study?

French	1	=
English	14	=
Other (specify) _____	2	=

6. A variety of communication technologies are appearing in libraries across the province. Please indicate which of the following technologies are available to you

a)	regular telephone service	=	17
b)	24 hour telephone answering service (students can leave a message)	=	2
(c)	toll-free telephone line	=	5
d)	computer conferencing network (messaging by computer at any time, day or night)	=	7
e)	OPLIN network	=	
f)	FAX (facsimile transmission by telephone lines)	=	12
g)	Other Telex		1

7. Do you currently provide service for distance education students enrolled in your institution?

a)	Yes - I currently provide service	14	=
b)	No- I do not currently provide service but I did in the past		=
c)	No - I do not currently provide service but I expect to in the future.	2	=
d)	No - I do not currently provide service and I do not expect to in the future.	1	=
e)	I don't know		=

8. If you checked (c), (d) or (e) above, please comment briefly, **then go to Question 48, page 12.**

1. admin. services only 2

2. service to teachers only 1

9. In your institution, how many library staff members are directly involved in helping distance education students?

		Full-time	Part-time
a)	Professional Librarian	_____	_____
b)	Library Assistant/Technician	_____	_____
c)	Clerical staff	_____	_____

10. In your opinion, is the present level of staffing adequate to meet current demands of service to distance education students?

		Adequate	Inadequate	Not sure
a)	Professional Librarian level	9	2	_____
b)	Library Assistant/Technician level	11	4	_____
c)	Clerical staff level	5	3	_____

11. Does your library get any extra financial support for service to distance education students?

Yes = 2

No = 8

12. Where is the extra financial support allocated? **Check as many boxes as apply.**

Acquisitions	=	2
Staffing - Public Services	=	1
Staffing - Technical Services	=	1
Library Administration	=	
All of the above	=	
Don't know	=	

13. Is your own library budget able to handle service to distance education students adequately?

Yes	=	5
No	=	5
Don't know	=	5

14. Who, if anyone, provides you with registration information on distance education students? **Check as many boxes as apply.**

i)	Registrar's office	5	=
ii)	distance education administrator/coordinator	8	=
iii)	course instructor	3	=
iv)	students themselves	5	=
v)	no one provides information	1	=
vi)	I don't know		=

15. How, if at all, is this registration information provided?

i)	It is sent automatically to the library	1	=
ii)	The library must search out the information	7	=

Comment: 1. computerized records 2

2. inconsistent 2

16. Sometimes a small deposit collection of course materials (books, audio-visual materials, journals, articles, etc.) is supplied by the instructor for student use and left in the classroom or another local site.

Do you send out any deposit collections from your library?

Yes	=	4
No	=	10
Don't know	=	1

17. If Yes, how many deposit collections did you send out in the1987-88 academic year?

_____

18. Do you receive any deposit collections from other institutions?

Yes =

No =

19. If Yes, how many deposit collections from other institutions were housed in your library for the academic year?

_____

20. Do you have sufficient space to store these collections without disrupting your current organization?

1. Yes 1

2. No 2

21. Please comment on any advantages and/or disadvantages of deposit collections.

1. immediately available 1	1. - 2	4. - 1	
	2. - 5	5. - 1	
	3. - 1	6. - 1	

22. When distance education students come to you for information, what services, if any, do you provide? **Check as many as apply.**

		Yes	No	Don't know
a)	select a package of appropriate materials	10	1	1
b)	prepare a subject bibliography	5	4	1
c)	conduct a computerized literature search	10	___	___
d)	arrange an interlibrary loan	11	1	___
e)	refer them to another library in the area	9	1	___
f)	refer them to a deposit collection at a local site	7	___	___
g)	the students don't ask	1	3	___
h)	other	1	1	___

23. Which one of the following styles do students **generally** prefer when searching for information?

a) they prefer to consult with a library staff member before beginning their search ☐ 9

b) they prefer to begin their search by themselves before consulting a library staff member ☐ 5

24. Regarding your experience with distance education students, please estimate how often you have done the following:

		Very often	Often	Some-times	Rarely	Not applic-able
a)	found specific print resources (books, articles)	4	3	3	2	3
b)	taught library skills		2	1	4	8
c)	shown students how to research a topic independently	1	1		5	8
d)	prepared a subject bibliography	1		3	4	7
e)	conducted a computerized literature search			5	4	5
f)	arranged an interlibrary loan	2	3	3	2	5
g)	helped a student fill out a complicated form from the university or college			3	4	8
h)	listened to students' concerns	2	2	5	1	5
i)	selected appropriate materials on a research topic	2	2	6	1	4
j)	talked to an instructor on behalf of a student	1		4	6	4
k)	helped to design a distance education course				3	12

25. How do distance education students enrolled at your institution **most often** request material from your library?

a)	mail	☐	6
b)	telephone	☐	6
c)	electronic messaging system	☐	
d)	personal visit	☐	6
e)	other (specify)	☐	2

instructor as courrier

26. How many items do students request, on average, at one time?

0 none	☐	
1	☐	
2 - 5	☐	11
6 - 10	☐	2
11 - 15	☐	

27. How do distance education students receive the materials they have requested? **Check all that apply.**

a)	regular mail delivery	3	☐
b)	Priority Post delivery	8	☐
c)	prepaid courier service	2	☐
d)	courier service paid for by student		☐
e)	the student collects it from college/university library	6	☐
f)	we send it to the local site and the student collects it there	5	☐
g)	FAX delivery	1	☐
h)	other (specify)		☐

28. How long does it take, on average to process requests? **Check one box in each line.**

		within 24 hrs	within 3 days	within 1 week	within 2 weeks	more than 2 weeks	unable to estimate
a)	single-item request	5	4	1	1	___	2
b)	multiple-item request	___	8	1	2	___	2

29. When delays occur, what are the main reasons for this?

1. - 2 3. - 1 5. - 2

2. - 3 4. - 5 6. -

30. What could be done, in your opinion, to improve the response time?

1. -1		5. -1	
2. -1		6. -2	
3. -1		7. -1	
4. -1			

31. Please estimate the average number of transactions that occur over a typical two-week period, involving distance students and using the methods of communication listed below.

		0 none	1 - 5	6 - 10	11 - 15	16 or more
a)	regular telephone service	1	4			1
b)	24-hour telephone answering service	4	3			
c)	toll-free telephone line	3	1			1
d)	computer conferencing network	3				1
e)	OPLIN network	4				
f)	FAX	3	2			
g)	Other		1	1		1

32. How useful, if at all, do you find each of these in meeting the needs of distance education students?

		Not useful at all	Not very useful	Neutral	Somewhat useful	Very useful
a)	regular telephone service		1	1	3	3
b)	24-hour telephone answering service		1	1	1	4
c)	toll-free telphone line		1		1	4
d)	computer conferencing network		2	1	2	1
e)	OPLIN network					
f)	FAX		2	1		4
g)	Other					2

33. If you have had problems with any of the above, please comment briefly.

1. slow mail 1	
2. telephone costs 1	
3. priorities 1	

34. What, if anything, do you do to inform distance education students of the services offered by your library? **Check all that apply.**

a)	display of information in library	☐	3
b)	specialized brochures	☐	8
c)	presentations given in library	☐	2
d)	presentations given by librarian at course site	☐	1
e)	information placed in the course manual	☐	7
f)	we don't publicize these services	☐	2
g)	other	☐	

1. to instructor 3
2. at course site 2
3. university calendar 1

35. What would you like to see done, if anything, to further publicize the library's resources and services to distance education students?

1. -1 2. -2 3. -1

36. Some students don't use library services to a great extent. Why do you think this is so? **Check all that apply.**

a)	The library is too far away.	8	☐
b)	Students aren't aware of the services available.	14	☐
c)	The library is not open when students with full-time jobs want to use it.	3	☐
d)	Adult learners feel uncomfortable in a library.	5	☐
e)	Students are not familiar with library procedures.	10	☐
f)	Students think they can get by in their courses without library help.	13	☐
g)	Students actually can get by in their courses without library help.	7	☐
h)	Students think that the library does not have appropriate materials for their course work.	5	☐
i)	The library does not have material in the first language of the student, e.g., French, Cree, Ojibway.	3	☐
j)	The library does not provide adequate services for the disabled.		☐
k)	Students aren't given enough time for assignments to allow for library use.	2	☐
l)	Other (specify) no direct link with library	1	☐

37. Which 3 of the reasons you have checked above are the most important?

_____ _____ _____

38. In the design and development of distance education courses at your institution, what activities, if any, did you carry out? **Check as many as apply.**

a)	provided a bibliography for the instructor's own use	3	☐
b)	checked on availability in the library of required course material	3	☐
c)	checked on availability in the library of optional material that could be used for course assignments	2	☐
d)	discussed with the instructor the library services available to distance education students (e.g., interlibary loan, computerized literature search)	1	☐
e)	I was not involved in any way with course design	13	☐

39. When, if at all, was the library asked to order copies of required course material?

a)	several months before the course began	☐	3
b)	a few weeks before the course began	☐	2
c)	at the beginning of the course	☐	2
d)	during the course	☐	5
	not at all		1

40. When, if at all, was the library asked to order optional course material?

a)	several months before the course began	☐	3
b)	a few weeks before the course began	☐	2
c)	at the beginning of the course	☐	2
d)	during the course	☐	5
	not at all		1

41. Based on your own experience with distance education students, please indicate how comfortable you would feel about doing the following tasks, regardless of whether or not you are presently carrying them out.

		Very comfortable	Comfortable	Neither	Un-comfortable	Very un-comfortable
a)	finding specific resources in your collection	12	2			
b)	showing a student how to use the library	11	2	1		
c)	showing a student how to research a topic	8	3	3		
d)	conducting a computerized literature search	5	7	1		
e)	preparing a subject bibliography for student use	6	3	4	1	
f)	arranging an interlibrary loan	10	4			
g)	participating in an audio or computer conference	4	4	4	1	1
h)	discussing students' course/studies in general	3	5	3	3	
i)	participating in distance education course design	2	5	1	4	1
j)	selecting appropriate materials on a research topic	8	5	1		

42. If a workshop on adult learning were held in your area, how interested would you be in attending?

a) Not interested at all =
b) Somewhat interested = 6
c) Moderately interested = 5
d) Very interested = 3

43. How directly relevant would this be to your work?

a)	Not relevant at all	☐ 1
b)	Somewhat relevant	☐ 5
c)	Moderately relevant	☐ 5
d)	Very relevant	☐ 2

44. What, in your opinion, are the best features of your present service to distance education students?

1. -4	4. -1	7. -1
2. -1	5. -2	8. -2
3.	6. -2	

45. What problems, if any, do you experience with present library services to distance education students?

1. -3	4.	7. -3
2. -1	5. -1	8.
3. -1	6. -6	9. -1

46. **In the best of all possible worlds,** which of the following would lead to a major improvement in library services for distance education learners? **Check all that apply.**

a)	additional physical space	7
b)	a bilingual staff member	2
c)	increased learning resources	10
d)	more professional staff	3
e)	more clerical staff	2
f)	general in-service training	4
g)	in-service training on theories of adult learning	4
h)	upgraded telecommunications facilities	11
i)	staff changes	2
j)	increased involvement in course design	7
k)	other 1. -2 2. -3	

47. Which 3 of the improvements you have checked above are the most important?

_____ _____ _____

48. People tend to hold a set of attitudes about various professional groups. Circle one number on each line below to indicate your general impressions of library staff. For example, if you think that library staff in your experience are very creative, you would circle 1 on the line Creative -- Uncreative.

Relaxed	1	2	9	3	4	4	1	5		Tense
Cold		2		3	4	4	8	5	3	Warm
Active	1	2	6	3	5	4	3	5		Passive
Sympathetic	4	2	5	3	4	4	1	5	1	Unsympathetic
Conventional		2	8	3	4	4	3	5		Unconventional
Out-of-date	1	2	2	3	10	4	2	5		Up-to-date
Efficient	3	2	6	3	3	4	2	5	1	Inefficient
Uncooperative		2	1	3	3	4	6	5	5	Cooperative
Dependable	4	2	8	3	1	4	2	5		Undependable
Disorganized		2	2	3	2	4	8	5	3	Organized
Flexible	2	2	3	3	4	4	6	5		Rule-bound
Persevering	1	2	8	3	5	4	1	5		Gives up easily
Practical		2	9	3	5	4	1	5		Impractical
Slow		2	1	3	6	4	7	5	1	Fast
Innovative		2	6	3	5	4	4	5		Traditional
Patient	3	2	7	3	4	4	1	5		Impatient
Disagreeable		2	1	3	2	4	10	5	2	Agreeable
Confident	1	2	11	3	1	4	2	5		Uncertain
Unimaginative		2	1	3	6	4	8	5		Imaginative
Creative	1	2	7	3	6	4	1	5		Uncreative
Cautious		2	2	3	12	4	1	5		Risk-taking

49. And, finally, what do you think is the role of the library staff member in distance education?

1.	contact	2
2.	resource guidance	7
3.	enriched support	3
4.	best service possible	7
5.	parent institution	1

Thank you for staying until the end.

Please return this questionnaire in the stamped self-addressed envelope provided.

CODING INSTRUCTIONS FOR ACADEMIC LIBRARY STAFF QUESTIONNAIRE

Question 8. 1. administrative services only; some involvement with distance education but not student services

2. library services to teaching staff only

15.ii) 1. computerized records available

2. system inconsistent, depends on program or instructor

21. Advantages: 1. available immediately, no waiting

Disadvantages: 1. depletes main campus holdings
2. restricts students' choice to collection
3. lack of control, high loss rate
4. service offered depends on possibilities of holding institution
5. difficult for students to access if non-circulating
6. requires space

29. 1. Canada Post slow
2. student request unclear, ambiguous
3. administrative confusion as to who handles request
4. inadequate resources to meet demand
5. staff shortage
6. low priority for distance education in comparison to main campus requests

30. 1. designate Distance Ed. coordinator or administrator
2. more material in collection
3. use standardized request forms to be more precise
4. nothing - service O.K.
5. improved registration information available to library including description of course requirements
6. FAX
7. staff reorganization/distribution of work/designate special staff

33. 1. slow mail
2. telephone expensive
3. staffing priority: no designated staff to handle D. Ed. requests

34.(g) 1. to instructor
2. at course site
3. university calendar

35. 1. librarian visits to region
2. written material - brochures, folders, course manual
3. teacher encouragement

44. 1. vague, neutral comment
2. provide viewing area for video tapes
3. prompt delivery
4. good communication between library and D. Ed. staff, library and students
5. toll-free phone/24-hr. service
6. service from maiN Collection (+ ILL)
7. exams
8. personalized service

45. 1. lack of real contact - personal - with Ss
2. poor organization, inconsistent procedures (within library)
3. shortage of material for main campus + D. Ed. - need multiple copies
4. costly for librarian to visit region
5. delays in filling requests
6. shortage of material in some subject areas
7. need better student/course/program information
8. hours
9. need better planning of acquisitions, and receipt of program materials

46.k) 1. library orientation needed (on site)
2. cooperation/communication between institutions

49. 1. make each contact count, i.e. personal contact important, a line of communication
2. help students find best possible resources - guide, direct
3. facilitate, help, enrich programs (supportive role)
4. best possible service is being given
5. cooperation witih parent institution

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641

Developing Partnerships Project

April 21, 1988

Dear Colleague,

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. Major funds for the project have been provided by the Northeastern Regional Coordinating Centre of Contact North/Contact Nord, part of a major initiative for the north established by the Ministry of Colleges and Universities. Additional funds were received from the Ontario Council for University Continuing Education.

Contact North/Contact Nord was established to support significant educational developments in communities across Northern Ontario. Such developments should help to increase human resources and workplace skills, and strengthen the economic basis of the north. OISE is delighted to have been given the opportunity to participate in this important initiative.

We want to know your opinions about library services for distance education. Your responses to this survey will help us to better understand the advantages and difficulties experienced by distance education students. An Advisory Committee of academic librarians from northeastern and northwestern Ontario has provided valuable advice on the design of the questionnaire.

We assure you that your responses will be strictly confidential. Only the three members of the OISE research team will have access to this information. Please sign the form below and return it with your completed questionnaire at your earliest convenience.

Thank you for your cooperation.

Yours sincerely

Elizabeth Burge Judith Snow
Principal Investigators

Joan Howard
Research Officer

( ) I agree to participate in the survey study on library-based support for distance education. _____
Signature

( ) I do not agree to participate in the survey study on library-based support for distance education. _____
Signature

APPENDIX C

C.1 Faculty/Instructor Questionnaire with Percentage Results

C.2 Coding Instructions for Faculty/Instructor Questionnaire

C.3 Permission Letter to Accompany Faculty/Instructor Questionnaire

C.1

A SURVEY OF LIBRARY SERVICES AND RESOURCES FOR DISTANCE EDUCATION

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. We want to know about your experiences and opinions as a course instructor who has conducted at least one distance mode course to distance education students.

This questionnaire can be answered in one sitting: it does not require you to do any research or data gathering.

Your answers will be strictly confidential. No one will see them besides the researchers. Please return your questionnaire directly to OISE in the self-addressed envelope provided, ***NO LATER THAN MAY 30, 1988.***

Thank you for your cooperation.

© 1988. Ontario Institute for Studies in Education

A Survey of Library Services and Resources for Distance Education

Course Instructor Survey

Please Note: Distance education students are defined for the purposes of this questionnaire as students enrolled in a course where they do not meet face to face, regularly, with the instructor. They may, however, meet with other students to work in small groups, or with the instructor and/or other students via telephone or computer conferencing. The term 'student' always indicates 'distance education student'.

1. Name (optional): _____ Male 56.9 Female 43.1

2. Name of Institution _____

3. Your present position: Full-time 68.8 Part-time 31.3 University 49.0 College 51.0

4. What is your first language?
   - French 15.1 ☐
   - English 84.9 ☐
   - Other (specify) _____ ☐

5. What language do you normally use for work and study?
   - French 7.5 ☐
   - English 84.9 ☐
   - Other (specify) _____ ☐
   - Bilingual (Eng./Fr.) 7.5

6. What is the name of the course you supervised or taught by distance mode in 1987/88?

   _____

7. How long was this course?
   - 10-12 weeks 45.3 ☐
   - academic year 34.0 ☐
   - other (specify) 12-20 wks 15.1 ☐
     unspec. 5.7

8 Were students admitted at any time during the course i.e. no deadline for admission? Yes ☐ 9.4 No ☐ 90.6

9. a) People choose to enroll in distance mode courses for a variety of reasons. From your own experience with distance education students, please check all boxes that apply.

i)	to earn a credit towards a university degree	56.6	☐
ii)	to earn a credit towards a college diploma	35.8	☐
iii)	to earn a credit towards a technical certificate	24.5	☐
iv)	to improve job skills in order to advance in a career	83.0	☐
v)	to learn new skills towards a job change	49.1	☐
vi)	to retrain due to unemployment	18.9	☐
vii)	to learn more about the subject generally	62.3	☐
viii)	to better understand their thoughts, feelings and relationships with others	13.2	☐
ix)	for the enjoyment of taking courses	52.8	☐
x)	to make contact with other people	7.5	☐
xi)	other (please specify) convenience	5.7	☐

b) Which 3 of the reasons you have checked above, are the most important?

iv) 68.1 i) 57.4 ii) 29.8 ix) 27.6

10. What materials did you provide to students for your 1987/88 course?

a)	a course manual which included everything they needed	28.8	☐
b)	a course manual and a separate package of all readings/resources needed	42.3	☐
c)	a course manual and a partial set of required readings/resources	19.2	☐
d)	no material was provided	9.6	☐

11. Indicate to what extent your course manual consisted of the following components:

		All	75%	50%	25%	None	Missing
a)	information written by instructor	24.5	24.5	9.4	15.1	11.3	15.1
b)	photocopied material	11.3	7.5	5.7	26.4	5.7	43.4
c)	other pre-written guide	11.3	1.9	5.7	5.7	1.9	73.6
d)	video			3.8	5.7		90.6

12. In addition to the materials that you gave to students, approximately how many items (books, journal articles, audio-visual materials are required for your course?

0 none	☐	17.0
1 (course manual or textbook)	☐	24.5
2-5	☐	30.2
6-10	☐	9.4
11-15	☐	11.5
16 or more	☐	7.5

13. How do students **most often** get this required material? **Check one box only.**

a) (1.) They request it and it is sent out to them by the library of my university/college 37.8 ☐

b) (2.) They request it from a local public library 2.2 ☐

c) (3.) Students often borrow from a classmate ☐

d) (4.) Students borrow from the instructor ☐

e) Other ways (please specify)

(5.)	desig't centr	8.9	(10.)	instr	4.4 ☐
6.	purchase	15.6	(11.)	instr./lib	2.2 ☐
(7.)	visit	2.2	(12.)	d.ed. admin	22.2 ☐
(8.)	TVO	2.2	(13.)	don't know	2.2
(9.)	video	–			

f) I don't know

14. In some courses, optional reading, listening and viewing is suggested by the instructor. How many items of this type do you suggest for your course?

	Reading	Listening	Viewing
0 none	17.0	20.8	17.0
1-5	45.3	11.3	35.8
6-10	11.3	5.7	7.5
11-15	11.3	3.8	7.5
Missing	15.1	58.5	32.1

15. How do your students **usually** get the optional material? **Check one box only.**

a) (1.) It is sent out in a deposit collection by the library of the college/university to a local site 22.6 ☐

b) (2.) Students ask for it themselves from the main library of the institution 32.1 ☐

c) (3.) They request it from a local public library 7.5 ☐

d) (4.) Don't know 3.8 ☐

e) Other:

(5.)	instr.	9.4
(6.)	instr/lib	1.9
(7.)	TVO	3.8

☐

140

16. In your opinion, who should be primarily responsible for informing students about library services?

a)	library staff	27.6	☐
b)	instructor	48.9	☐
c)	administration	36.2	☐
d)	students should investigate for themselves	2.1	☐

17. How much information, if any, do you provide about library services in your course?

None	☐	36.0
A little	☐	26.0
A moderate amount	☐	16.0
A great deal	☐	4.0
All that most students need	☐	18.0

18. How often, if at all, during the design and development of your course did you work with the following people? **Check one box in each section.**

a)	a learning designer and/or other consultant	Not at all	43.8	☐
		Rarely	10.4	☐
		Occasionally	31.3	☐
		Frequently	8.3	☐
		Very frequently	6.3	☐
b)	a full course team	Not at all	71.1	☐
		Rarely	11.1	☐
		Occasionally	4.4	☐
		Frequently	6.7	☐
		Very frequently	6.7	☐
c)	a librarian	Not at all (Go to Q 21)		☐ 63.8
		Rarely	12.8	☐
		Occasionally	17.0	☐
		Frequently	4.3	☐
		Very frequently	2.1	☐

19. At what point did the librarian become involved?

a)	at the beginning of course development	☐	17.0
b)	during the course development phase	☐	5.7
c)	during the course implementation phase	☐	9.4
d)	from the inception of the course to the final delivery	☐	3.8
			64.2 Missing

20. What role did the librarian play in the design and development phase of your course? **Check as many as apply.**

a)	provided a bibliography for your own use	-	☐
b)	checked on availability in the library of required course materials	20.8	☐
c)	checked on availability in the library of optional materials that could be used for course assignments	18.9	☐
d)	discussed with you the library services available to distance education students (e.g. interlibrary loan, computerized literature search)	17.0	☐

21. When, if at all, did you ask the library to order copies of required course material?

a)	several months before the course began	15.1	☐
b)	a few weeks before the course began	13.2	☐
c)	at the beginning of the course		☐
d)	during the course		☐
e)	not applicable (done by d.ed admin)	54.7	☐
		17.0	Missing

22. When, if at all, did you ask the library to order optional material for your course?

a)	several months before the course began	7.5	☐
b)	a few weeks before the course began	11.3	☐
c)	at the beginning of the course		☐
d)	during the course	5.7	☐
e)	not applicable	56.6	☐
		18.9	Missing

23. What proportion of the projects and assignments that students complete for your course require them to do independent research?

most	24.0	☐
some	40.0	☐
none	36.0	☐

24. When planning required and supplementary material for your course, who deals with issues of copyright clearance and/or licensing arrangements?

instructor	22.6	☐
librarian	3.8	☐
administration	50.9	☐
other:		☐
proj devel.	3.8	
media centre	1.9	
missing	17.0	

25. Please rate the general level of accessibility of library staff to you as a distance education instructor.

High	46.9	☐
Medium	20.4	☐
Low	16.3	☐
Not at all	10.2	☐
Not needed	6.1	

26. Now step back from the specifics of your 1987/88 course and think about the librarian's role in distance education in general. Please indicate to what extent you agree or disagree with each of the statements below. Check one in each line.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't say
a) The major role of the librarian is to order appropriate books for my course.	19.6	19.6	13.7	29.4	5.9	11.8
b) The librarian doesn't need to teach information-gathering skills.	3.9	7.8	5.9	49.0	25.5	7.8
c) The librarian is there to supply information.	30.0	60.0	4.0	4.0		2.0
d) The librarian is a valuable member of a course design team.	21.6	27.5	15.7	13.7	5.9	15.7
e) A good librarian helps students to find information for themselves.	51.0	39.2	2.0	2.0	3.9	2.0
f) The librarian should work with the instructor and learning designer to develop student assignments.	9.6	19.2	15.4	36.5	11.5	7.7
g) The librarian has no place in the course design process.	3.9	9.8	19.6	33.3	27.5	5.9
h) The librarian should have time to work with the instructor in developing supplementary materials for the course.	13.5	51.9	17.3	3.8	1.9	11.5
i) The librarian can't provide much help to distance education students.	7.8		19.6	33.3	33.3	5.9

27. People tend to hold a set of attitudes about various professional groups. Circle one number on each line below to indicate your general impressions of library staff. For example, if you think that library staff in your experience are very creative, you would circle 1 on the line Creative – Uncreative.

											Missing
Relaxed	1	9.4	2	32.1	3	24.5	4	9.4	5		Tense	24.5
Cold	1	1.9	2	5.7	3	32.1	4	34.0	5	1.9	Warm	24.5
Active	1	7.5	2	30.2	3	26.4	4	11.3	5	1.9	Passive	22.6
Sympathetic	1	5.7	2	41.5	3	22.6	4	3.8	5	1.9	Unsympathetic	24.5
Conventional	1	9.4	2	17.0	3	45.3	4	3.8	5		Unconventional	24.5
Out-of-date	1	1.9	2	5.7	3	24.5	4	28.3	5	13.2	Up-to-date	26.4
Efficient	1	17.0	2	26.4	3	17.0	4	11.3	5	5.7	Inefficient	22.6
Uncooperative	1	1.9	2	3.8	3	17.0	4	34.0	5	22.6	Cooperative	20.8
Dependable	1	15.1	2	28.3	3	15.1	4	15.1	5	3.8	Undependable	22.6
Disorganized	1	3.8	2	3.8	3	15.1	4	39.6	5	13.2	Organized	24.5
Flexible	1	7.5	2	20.8	3	18.9	4	20.8	5	7.5	Rule-bound	24.5
Persevering	1	17.0	2	22.6	3	34.0	4	1.9	5		Gives up easily	24.5
Practical	1	11.3	2	32.1	3	26.4	4	5.7	5		Impractical	24.5
Slow	1	3.8	2	11.3	3	22.6	4	30.2	5	7.5	Fast	24.5
Innovative	1	3.8	2	18.9	3	37.7	4	11.3	5	1.9	Traditional	26.4
Patient	1	13.2	2	30.2	3	30.2	4	1.9	5		Impatient	24.5
Disagreeable	1		2	3.8	3	17.0	4	41.5	5	13.2	Agreeable	
Confident	1	11.3	2	37.7	3	24.5	4	1.9	5		Uncertain	24.5
Unimaginative	1	1.9	2	11.3	3	32.1	4	26.4	5	3.8	Imaginative	24.5
Creative	1	7.5	2	24.5	3	37.7	4	5.7	5		Uncreative	24.5
Cautious	1	9.4	2	24.5	3	37.7	4	3.8	5		Risk-taking	24.5

28. Thinking now about distance education in general, please indicate to what extent you agree or disagree with the statements below. Assume for this question that adequate funding and resources are available.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't say
a) It takes more work to design a distance mode course than a classroom course.	60.0	26.0	4.0	4.0	___	6.0
b) It is easier to teach a distance mode course than a classroom-based course.	4.1	26.5	8.2	36.7	22.4	2.0
c) Although distance education is necessary in the north, it will never be as satisfactory a method of instruction as on-campus.	14.0	26.0	8.0	28.0	22.0	2.0
d) Adult part-time students need the same student support services as do full-time students.	45.1	29.4	9.8	7.8	3.9	3.9
e) In preparing a distance mode course, I plan for limited use of library resources, realizing that library services will never be the same as for on-campus students.	25.5	39.2	3.9	17.6	9.8	3.9
f) Computer-based communications are unlikely to have any impact on my distance mode teaching.	6.0	6.0	22.0	28.0	32.0	6.0

29. Are there any other comments you would like to make that would lead to an improvement in the delivery of library services and resources to distance education students?

_____

_____

_____

Thank you for staying until the end.

Please return this questionnaire in the stamped self-addressed envelope provided.

CODING INSTRUCTIONS FOR FACULTY/INSTRUCTOR QUESTIONNAIRE

Question

3. full-time 1 univ. faculty 1
part-time 2 college instructor 2

6.
1. General Arts
2. General Science
3. Business (math, accounting, marketing)
4. Health Care
5. Social Services
6. Pedagogy
7. Travel, Tourism
8. Theology, Religious Education

9a.
xi) other
1 - more convenient than night classes
2 - lack of options in French

13. e)
other ways:
5 at designated centre for student use
6 purchase
7 personal visit
8 TV
9 video cassettes
10 instructor orders/provides
11 instructor orderse, library provides
12 included in course package
13 I don't know

15. e)
other:
5 instructor orders/provides
6 instructor orders, library provides
7 TVO
8 newspapers, magazines
9 other: no explanation, miscellaneous

24. other: 4. project developer
5. media centre

29.

1	course doesn't require library research		
2	need improved/extended	- telephone service	2
3-		- open hours: eves & weekends	3
4		- funding	4
5		- info re services	5
6		- computer links	6
7		- speed of service	7
8		- toll-free line	
9		- basic resources	

10 accept reality: distance limits access & possibilities, problem of geographics

11 Instructor unaware of possibilities offered by library and librarians

12 Students incapable of independent research, resource selection

13 off-topic comment, but related to a previous question

14 comment on distance ed in general, not library services

15 closer cooperation between College/University & local public libraries

18 advance planning

19 special service for d. ed.

C.3

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641
Developing Partnerships Project

April 21, 1988

Dear Colleague,

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. Major funds for the project have been provided by the Northeastern Regional Coordinating Centre of Contact North/Contact Nord, part of a major initiative for the north established by the Ministry of Colleges and Universities. Additional funds were received from the Ontario Council for University Continuing Education.

Contact North/Contact Nord was established to support significant educational developments in communities across Northern Ontario. Such developments should help to increase human resources and workplace skills, and strengthen the economic basis of the north. OISE is delighted to have been given the opportunity to participate in this important initiative.

We want to know about your experiences and opinions as a faculty member who has conducted a distance mode course. Your responses to this survey will help us to better understand the advantages and the difficulties experienced by distance education students. Results of the survey will assist in making recommendations about future library services.

We assure you that your responses will be strictly confidential. Only the three members of the OISE research team will have access to this information. Please sign the form below and return it with your completed questionnaire at your earliest convenience.

Thank you for your cooperation.

Yours sincerely

Elizabeth Burge Judith Snow
Principal Investigators

Joan Howard
Research Officer

( ) I agree to participate in the survey study on library-based support for distance education. _____
Signature

( ) I do not agree to participate in the survey study on library-based support for distance education. _____
Signature

APPENDIX D

D.1 Student Questionnaire with Percentage Results

D.2 Coding Instructions for Student Questionnaire

D.3 Permission Letter to Accompany Student Questionnaire

SURVEY OF LIBRARY SERVICES AND RESOURCES FOR DISTANCE EDUCATION

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. We want to know about your experiences and opinions as a student who has taken at least one distance mode course.

This questionnaire can be answered in one sitting: it does not require you to do any research or data gathering.

Your answers will be strictly confidential. No one will see them besides the researchers. Please return your questionnaire directly to OISE in the self-addressed envelope provided, ***NO LATER THAN MAY 30, 1988.***

Thank you for your cooperation.

© 1988. Ontario Institute for Studies in Education

A Survey of Library Services and Resources for Distance Education

Student Survey

PleaseNote: Distance education students are defined for the purposes of this questionnaire as students enrolled in a course **where they do not meet face to face, regularly,** with the instructor They may, however, meet with other students to work in small groups, or with the instuctor and/or other students via telephone or computer conferencing. **The term 'student' always indicates 'distance education student'.**

1. Name (optional): _____ 2. Male 15.5 ___ Female 84.5 ___

3. City/town of residence 1. main - 28.8 2. medium - 23.3 3. remote - 29.6 4. other - 18.2

4. Name of educational institution in which you were enrolled:

_____

5. Name of nearest other college or university: _____

6. Name of the most recent course in which you were enrolled:

_____

7. How long was this course?

10-12 weeks	51.8%
academic year	34.6%
other (specify) 12-20 wks.	10.7%
unspecified	2.9%

8. Was this the first distance education course you have taken? Yes 31.0 No 69.0

   a) If your answer is **NO**, how many courses have you taken previously? _____

   b) Do you plan to take other courses in the future? Yes 70.0 No 5.7 Maybe 24.3

9. How far away do you live from the local site of the parent institution in which you are registered for the course?

1-50 km	51-100 km	101-200 km	201-400 km	more than 400 km
28.8	6.3	17.1	27.3	20.6

10. How far away do you live from the nearest library?

	1-10 km	10-50 km	50-100 km	100-200 km	more than 200 km	Missing
a) Public library	88.4	8.3	.6	.2	.6	1.9
b) University library	15.9	16.1	8.3	14.5	28.0	17.2
c) College library	25.7	18.6	11.8	9.5	13.7	20.7
d) A school library to which you have access	47.4	9.5	2.1	.4	1.5	39.1

11. Please circle the *highest* level of education that you have completed.

1. elementary
2. some high school } 13.0
3. high school diploma

4. some community college or business/technical school } 25.2
5. graduation from community college or business/technical school

6. some university
7. university degree (e g , B A , B Sc.) } 61.8
8. graduate or professional degree (e g M.A or M Sc., Ph.D , M.D , accountancy)
9. other (please specify)

_____

12. What is your first language?

French	26.0	=
English	71.7	=
Cree/Ojibway	.8	=
Other (specify)	1.6	=

_____

13 What language do you normally use for work and study?

French	13.3	=
English	79.1	=
[illegible]	[illegible]	=
Cree/Ojibway		=
Other (specify)		=
Cree/Ojib	.4	

_____

14 a) People choose to enroll in distance mode courses for a variety of reasons. What was the main reason you took this course? **Please check all boxes that apply**

i)	to earn a credit towards a university degree	71.8	☐
ii)	to earn a credit towards a college diploma	13.7	☐
iii)	to earn a credit towards a technical certificate	4.1	☐
iv)	to learn new skills towards a job change	33.5	☐
v)	to improve my job skills in order to advance in my career	57.9	☐
vi)	to retrain due to unemployment	3.1	☐
vii)	to learn more about the subject generally	50.1	☐
viii)	to better understand my thoughts, feelings and relationships with others	29.8	☐
ix)	I enjoy taking courses	36.4	☐
x)	to make contact with other people	13.0	☐
xi)	other (please specify) 1. convenience - 7.4 2. French course- .2 3. better salary- 3.3 4. other 1.5		☐

b) Which 3 of the reasons you have checked above are the most important?

1. i) 2. v) 3. vii) 4. iv)

15 What materials were you **given** for your course? **Check one box only.**

a)	a course manual which included everything you needed	31.7	☐
b)	a course manual and a separate package of all readings/ resources needed	35.4	☐
c)	a course manual and a partial set of required readings/ resources	30.5	☐
d)	no material was provided 1.8		☐
e)	manual + text .6		

16 Indicate to what extent your course manual consisted of the following components.

		All	75%	50%	25%	None	Missing
a)	information written by instructor	23.2	19.0	10.6	20.9	11.9	14.7
b)	photocopied material	22.1	12.4	11.0	28.4	8.1	18.0
c)	other pre-written guide	2.1	4.6	3.5	6.9	3.5	79.7
d)	video tapes	1.0	.4	1.9	2.7		94.0

17 In addition to the materials that were given to you, approximately how many items (books, journal articles, audio-visual materials) were required for your course?

0 none	=	8.2
1 (course manual or textbook)	=	20.8
2-5	=	50.0
6-10	=	12.4
11-15	=	2.9
16 or more	=	5.7

18 About how much of the **required** material did you read and/or listen to?

none	=	1.2
a little	=	2.8
about half	=	8.5
most	=	38.8
all	=	48.8

19 How did you get this **required** material?

a) It was sent to a designated centre where I could use/borrow it =
b) I requested it and it was sent out to me by the coordinator/instructor =
c) I requested it and it was sent out to me by the library of my university/college =
d) I requested it from my local public library =
e) I borrowed from a classmate =
f) I borrowed from the instructor's collection =
g) Other =

20 In some courses, **optional** reading, listening and viewing is suggested by the instructor. How many items of this type were suggested for your course?

	Reading	Listening	Viewing
0 none	22.6	37.3	32.5
1-5	41.6	13.7	22.6
6-10	10.8	1.9	5.2
11-15	17.4	3.5	7.2

21. Please indicate how much of the optional material you read and/or listened to:

none	=	24.0
a little	=	25.3
about half	=	14.1
most	=	19.7
all	=	11.0

22. How did you get your optional material? **Check as many boxes as apply.**

a)	It was sent to a designated centre where I could use/borrow it	23.6	=
b)	I requested it and it was sent out to me by the coordinator/instructor	15.1	=
c)	I requested it and it was sent out by the library of my university/college	18.2	=
d)	I requested it from my local public library	16.6	=
e)	I borrowed from a classmate	7.7	=
f)	I borrowed from the instructor's collection	4.4	=
g)	Other: _____ other institution lib. 7.0 visit 1.5 TVO 3.3 buy 3.5		=

other 1.5

23 a) When you borrow any course-related material from a library (required or optional), indicate which of the following statements best applies. **Check more than one if applicable.**

i)	the instructor suggested I get the material	43.9	=
ii)	a friend recommended the material	7.5	=
iii)	the library staff recommended the material	9.7	=
iv)	I decided myself that I needed it	50.1	=
v)	I did not borrow any material	24.8	=
vi)	other: _____	2.5	=

b) Which one of the above has been the most important to you? 1. instr. 26.7
2. self 23.8

350

24. With reference to your course work, please estimate on average how often during the course, if ever, you did the following? **Please check one box per line.**

a) Used the reference collection:

	Weekly	Every 2 weeks	Monthly	Every 2 months	Not at all	Missing
i) of a public library	5.6	7.9	12.8	13.9	50.3	9.5
ii) of the nearest college library	2.7	4.3	3.5	4.8	69.8	14.9
iii) of the nearest university library	2.3	4.4	6.6	8.1	66.2	12.4
iv) of the library of the institution in which you were enrolled	2.9	4.1	6.0	10.4	61.5	15.1

b) Borrowed an item:

	Weekly	Every 2 weeks	Monthly	Every 2 months	Not at all	Missing
i) from a public library	4.4	6.6	9.9	16.2	52.6	10.3
ii) from the nearest college library	1.4	1.7	2.7	3.9	71.6	18.8
iii) from the nearest university library	1.5	2.7	4.8	8.5	66.5	15.9
iv) from the library of the institution in which you were enrolled	1.5	3.3	6.8	13.0	60.3	15.1
v) from a collection sent to a local site	2.5	2.1	3.9	3.9	66.2	21.5

c) Requested an item not currently available.

	Weekly	Every 2 weeks	Monthly	Every 2 months	Not at all	Missing
i) from the local public library	1.5	1.9	4.1	12.2	67.3	13.0
ii) from the nearest college library	.4	.2	1.2	1.4	76.0	20.9
iii) from the nearest university library	.6	1.0	1.5	4.3	75.2	17.4
iv) from the library of the institution in which you were enrolled	.6	.8	3.3	5.8	72.7	16.5

25 What method did you **usually** use to request materials? **Check one box** in each column.

		Public Library	College Library	University Library	Not Applicable
a)	mail	.6 =	.6 =	6.2 =	=
b)	telephone	1.2 =	3.3 =	14.7 =	=
c)	computer-based messaging system	.2 =	.6 =	.6 =	=
d)	personal visit	32.5 =	8.7 =	11.0 =	=
e)	~~other (specify)~~ more than one	3.3 =	.8 =	8.5 =	=

f) I didn't request any material 45.9 = (Go to Question 30)

26 How many items do you ask for, on average, at one time?

	1 item	2-3 items	about 5 items	up to 10 items	more than 10 items	Missing
Public Library	9.3	23.0	5.2	.6	.4	61.5
College Library (institution in which enrolled)	3.3	4.8	1.2	.6	.2	89.9
College library (local)	2.5	5.0	1.5	.4		90.5
University library (institution in which enrolled)	7.4	17.6	7.4	1.9	.4	65.4
University library (local)	1.2	6.4	2.1	.6	.2	89.6

27 Regarding receipt of requested material, indicate how you most often received the material you asked for.

		Public Library	College Library	University Library	Not Applicable
a)	regular mail delivery	☐	☐	☐	☐
b)	Priority Post delivery	☐	☐	☐	☐
c)	prepaid courier service	☐	☐	☐	☐
d)	courier service paid for by student	☐	☐	☐	☐
e)	I collect from public library	☐	☐	☐	☐
f)	I collect from site of instruction	☐	☐	☐	☐
g)	I get it via FAX	☐	☐	☐	☐
h)	other: _____	☐	☐	☐	☐
i)	I didn't get any material	☐			

28 How long does it take, on average, to receive the materials you requested? **Check one box per line.**

	within 24 hours	within 3 days	within 1 week	within 2 weeks	more than 2 weeks	unable to estimate	Missing
Public Library	13.2	2.3	4.8	6.6	5.8	5.6	61.7
College Library (institution in which enrolled)	1.5	1.4	1.7	1.9	3.3	6.9	83.4
College library (local)	3.1	1.2	1.2	.4	3.5	5.8	84.9
University library (institution in which enrolled)	3.7	8.1	10.3	9.3	4.6	3.9	60.2
University library (local)	2.7	1.5	1.5	.6	3.5	5.0	85.1

29 If it takes a long time to process your request, do you know why? If yes, please explain briefly

_____

_____

30 What would ***you*** consider the best policy on response time for supplying student requests? **Check one box per line.**

	within 24 hours	within 3 days	within 1 week	within 2 weeks	unable to estimate	Missing
Public Library	20.3	27.1	17.6	2.5	12.4	20.1
College Library	12.2	21.5	18.4	2.9	13.2	31.7
University Library	13.0	29.2	26.5	3.9	10.6	16.7

31 A variety of communication technologies are appearing in libraries across the province. Please indicate which of the following technologies are available to you:

	Available	Not available	Don't know
a) regular telephone service	68.3	4.4	18.6
b) 24-hour telephone answering service (you can leave a message)	5.4	38.3	36.8
c) toll-free telephone line	34.4	22.8	31.7
d) computer conferencing network (messaging by computer at any time, day or night to the library staff)	6.2	27.1	47.6
e) dial-in access to library's automated catalogue (library catalogue appears on your home computer screen)	4.1	28.8	47.8
f) FAX (facsimile transmission by telephone lines)	9.5	24.0	48.2
g) Other Contact North Office	1.0	2.7	18.2

32. During your course, how often, on average, did you use these technologies? Put N/A in the line to indicate not available.

	Weekly	Every 2 weeks	Monthly	Every 2 months	Not at all	N/A
a) regular telephone service	6.2	6.8	11.6	13.3	40.8	6.0
b) 24-hour telephone answering service	.2	1.2	.4	.4	46.8	25.5
c) toll-free telephone line	2.7	4.8	10.4	9.1	38.3	15.3
d) computer conferencing network	1.2	.8	.8	1.0	47.4	23.4
e) dial-in access to library's automated catalogue	.4	.8	.8	.6	46.4	25.3
f) FAX	1.2	.8	1.0	1.0	46.0	23.6
g) Other						

33 Are any financial charges paid by students for use of these communication technologies? Indicate which of the following applies

	No charge	Charge	Don't know
a) regular telephone service	32.5	17.4	39.1
b) 24-hour telephone answering service	7.0	1.2	63.6
c) dial-in access to automated catalogue	6.6	1.0	64.0
d) FAX	7.2	2.3	62.9
e) Other _____			

34 Rate your general level of satisfaction with each technology in terms of getting requests answered

	Very satisfied	Satisfied	Partially satisfied	Not satisfied	Not applic-able	Missing
a) regular telephone service	14.9	19.5	10.3	3.9	34.2	17.2
b) 24-hour telephone answering service	1.2	1.9	1.5	.4	66.7	28.2
c) toll-free telephone line	10.6	11.6	4.1	2.1	50.5	21.1
d) computer conferencing network	1.7	1.0	1.9	1.0	66.7	27.7
e) dial-in access to automated catalogue	1.5	.8	1.4	.8	68.1	27.5
f) FAX	2.9	1.9	1.5	.2	64.8	28.6
g) Other _____						

35. Which of the following items of equipment do you have easy access to, either at home or elsewhere?

a) audio cassette recorder/player 93.2 =

b) video cassette recorder/player 82.0 =
which type? Beta 13.2 VHS 73.5

c) personal computer 28.8 =
with modem? Yes 17.0 No 49.9

d) satellite receiving dish 3.9 =

36. Comment please on the advantages and disadvantages of the technologies you use and/or would like to use to help you through the course.

Advantages:

_____

_____

_____

Disadvantages:

_____

_____

_____

37. Generally, which one of the following styles do you prefer when searching for information in libraries? **Check one box only.**

Valid %

I prefer to consult with a library staff member before beginning my search = 47.0

I prefer to begin the search myself before consulting a library staff member = 52.4

38. Sometimes, in order to complete a research project or paper, students have to decide for themselves what information they need, and go out and get supplementary materials.

Have you sought information of this type in your course? Yes = 60.8

No = 39.2

(go to Question 41)

39 When you need to find supplementary materials,

a) who would you **usually** ask to help you?

i) the course instructor 7.0 =

ii) library staff 12.8 =

iii) another student 1.7 =

iv) I would look for materials myself 16.6 =

v) ~~other~~ Combination (more than 1 checked) 28.6 =

b) where would you **usually** go to find supplementary materials?

i) the library of the institution in which you are enrolled 11.2 =

ii) the local public library 18.4 =

iii) the nearest university library 5.0 =

iv) the nearest college library 2.7 =

v) ~~other~~ instr. 4.3 =

vi) other institutions 9.9 vii) combination 13.9

c) how would you **usually** choose the supplementary materials?

i) the instructor selects supplementary material 19.5 =

ii) the library staff select supplementary material 5.2 =

iii) the library staff provide a bibliography and you select items from the list 7.5 =

iv) the library staff conduct a computerized literature search and you select references from the list 3.3 =

v) ~~other~~ self search 11.6 vii) combination 14.9 =

40 Rate your level of satisfaction with each of the responses you checked in Q 39(c) above to get that extra information.

	Very satisfied	Satisfied	Not satisfied	Not applic-able	Missing
a the course instructor selects supplementary material	13.9	23.0	3.3	11.2	48.5
b library staff selects supplementary material	7.4	14.9	3.5	19.7	54.5
c library staff provides a subject bibliography and you select from that list	5.4	13.3	2.9	22.2	56.1
d library staff conducts a computerized literature search and you select from that list	5.2	4.1	1.9	29.8	59.0
e other	3.7	7.0	1.5	10.6	77.2

41. Have you ever used a computerized literature search?

Yes	=	18.3
No	=	81.7

42 a) If you have seldom or never used a computerized literature search, please indicate why **Check as many as apply.**

i)	I never needed it for my course work	42.2	=
ii)	I'm not used to this method of getting information	35.8	=
iii)	I didn't know about it	48.5	=
iv)	I know about it but it costs too much for me	2.5	=
v)	I've heard that the library never has the material on the lists of references	3.1	=
vi)	the whole process takes too long	2.9	=
vii)	Other (please specify) N/A 8.7		=

b) Do the libraries in your region in fact offer this service?

		Yes	No	Don't know	Missing
i)	the library of the institution in which you are enrolled	17.6	6.0	68.1	8.3
ii)	the local public library	11.6	25.9	53.0	9.5
iii)	the nearest university library	15.7	3.3	65.4	15.7
iv)	the nearest college library	9.1	4.4	69.1	17.4

43 Based on your general experience w th library staff, please indicate how comfortable you feel asking library staff to do the following **(If you have not had any experience with any library staff, please go to Question 44.)**

	Very com-fortable	com-fortable	Not very com-fortable	Would not do it	Missing
a) help you find a specific item in the library	47.4	27.1	4.1	.2	21.3
b) show you how to use the catalogue	38.3	26.7	7.0	3.5	24.6
c) suggest a reference book to help with your assignment	35.8	27.3	8.1	4.8	24.0
d) show you how to find information on a particular topic	37.7	28.2	7.0	2.7	24.4
e) prepare a bibliography on a particular topic	15.1	11.8	15.9	23.8	33.5
f) conduct a computerized literature search for your research paper	16.6	14.1	9.9	16.1	43.3
g) arrange an interlibrary loan	32.3	20.5	5.4	9.7	32.1
h) help you fill out a complicated form from the university/college	12.4	9.7	7.9	32.7	37.3
i) discuss your course/studies in general	10.1	12.2	10.1	30.9	36.8
j) help you solve a problem with home computer software	3.9	8.3	6.8	38.3	42.7
k) talk to an instructor on your behalf about a course problem	4.4	5.0	6.6	46.2	37.7
l) show you how to use audio-visual equipment (CD/ROM, VCR)	23.2	25.0	5.6	12.6	33.7
m) provide career counselling and job placement information	4.1	3.5	7.7	44.9	39.8
n) other (please specify) _____					

44. How much do you know about the services offered by the libraries in your region?

	Nothing at all	A small amount	A moderate amount	A great deal
a. local public library	6.2	37.1	42.9	13.8
b. library of the college/university in which you are enrolled	25.2	43.8	27.5	3.5
c. nearest college library	50.3	30.4	17.4	1.8
d. nearest university library	41.3	33.0	22.6	3.1

45 How did you learn of the services offered by the libraries? **Indicate several, if appropriate, by checking as many boxes as apply.**

	Public Library	College/ University Library in which enrolled	Nearest College Library	Nearest University Library	More Than One	Msg
a) display of information in library itself	26.9	3.3	1.5	1.2	13.0	54.2
b) specialized brochures	7.4	4.6	.6	.4	6.2	80.9
c) word-of-mouth from other students	10.3	11.8	3.1	3.7	16.4	54.7
d) instructor's comments	3.3	22.8	2.5	3.9	9.7	57.8
e) your own request to library staff for information	26.5	7.5	1.7	3.3	21.7	39.1
f) presentation by library staff in library itself	8.1	5.2	1.2	1.5	4.4	75.9
g) presentation by library staff at your local course site	2.3	4.1	.4	.6	1.2	91.5
h) information placed in course manual	3.3	27.5	1.9	3.1	9.9	54.4
i) notices placed in local newspapers	5.6	1.0	.6	.4	2.1	90.3
j) the administration sent out material	1.5	7.4	1.0	.4	3.1	86.5
k) other: _____	3.5	.4	.8	1.0	1.4	93.0

46 Would you like to see anything more done to publicize the library's collection and services?

_____

_____

47 There are many reasons why people choose not to use either a public library or a college or university library when they need information or services. **Please check all of the following reasons that apply to you.**

	Public Library	University Library	College Library	More Than One	No
a) There isn't a library close to me.	1.4	12.6	1.4	25.0	59.5
b) Library staff have never been very helpful.	4.3	2.3	.8	1.2	91.3
c) I think I can get by in the course without using library services.	5.2	1.9	.8	9.9	82.2
d) The library isn't open when I want to use it.	14.7	3.1	3.5	7.0	71.8
e) I lose my confidence when I go into the library.	1.5	2.7		1.0	94.8
f) The library staff always look too busy	3.9	3.7	.4	2.5	89.6
g) I can get by in my course without the library	4.1	2.3	.6	9.7	83.4
h) I feel intimidated by the library staff.	2.3	2.5	.4	.6	94.2
i) There are no useful materials there for my course.	20.9	1.0	.4	3.1	74.7
j) I don't really know how to use a library	3.3	4.4	.8	3.1	88.4
k) There is no material there in my first language.	1.4	.2	.2	1.0	97.3
l) The library does not provide adequate services for the disabled and I need these services	.4	.4			99.2
m) The time I'm given for assignments is too short to make use of the library	5.2	5.0	.8	9.7	79.3
n) I didn't know about the library services	2.7	3.1	1.4	7.9	84.9
o) Other (please specify) too long to get books	1.5	.4	.2	1.2	96.7
p) evening staff can't help					
q instructor says,'no '					
r students' own schedule, family, etc.					

48 Thinking about distance education in general, please indicate to what extent you agree or disagree with the statements below

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't say
a) It takes more work to complete a distance education course than a classroom course.	36.4	31.2	13.5	11.5	2.4	5.0
b) A distance education course is more accessible than a regular classroom course.	27.0	35.3	13.3	14.3	6.9	3.2
c) Although distance education is necessary in the north, it will never be as satisfactory a method of instruction as on-campus.	18.2	26.7	11.3	24.7	15.2	4.0
d) Adult part-time students need the same student support services as do full-time students.	41.8	40.8	5.7	6.7	1.2	3.8
e) In a distance mode course I plan for limited use of library resources, realizing that library services will never be the same as for on-campus students.	19.4	38.3	12.6	18.8	3.8	7.1
f) Computer-based communications are unlikely to have any impact on my ability to communicate with the instructor and other students.	5.6	18.7	19.7	22.5	9.0	24.5

49 People tend to hold a set of attitudes about various professional groups. Circle one number on each line below to indicate your general impressions of library staff. For example, if you think that library staff in your experience are very creative, you would circle 1 on the line Creative -- Uncreative.

Relaxed	1	31.5	2	31.9	3	29.7	4	6.1	5	.9	Tense
Cold	1	2.4	2	9.5	3	32.0	4	35.8	5	20.3	Warm
Active	1	17.3	2	30.8	3	34.4	4	15.5	5	2.0	Passive
Sympathetic	1	17.1	2	30.2	3	38.1	4	11.8	5	2.9	Unsympathetic
Conventional	1	11.1	2	27.9	3	50.8	4	8.1	5	2.1	Unconventional
Out-of-date	1	4.7	2	9.8	3	30.0	4	35.3	5	20.1	Up-to-date
Efficient	1	27.7	2	37.0	3	23.6	4	8.4	5	3.2	Inefficient
Uncooperative	1	2.4	2	4.9	3	19.8	4	37.6	5	35.3	Cooperative
Dependable	1	28.3	2	35.3	3	21.1	4	11.2	5	4.2	Undependable
Disorganized	1	2.6	2	3.5	3	17.0	4	44.4	5	32.5	Organized
Flexible	1	12.8	2	24.3	3	35.8	4	16.8	5	10.4	Rule-bound
Persevering	1	17.7	2	35.7	3	36.8	4	8.5	5	1.3	Gives up easily
Practical	1	19.2	2	40.9	3	35.4	4	4.0	5	.4	Impractical
Slow	1	3.3	2	13.0	3	39.5	4	34.7	5	9.5	Fast
Innovative	1	9.2	2	21.0	3	43.8	4	20.8	5	5.1	Traditional
Patient	1	23.9	2	35.4	3	30.9	4	9.0	5	.9	Impatient
Disagreeable	1	1.5	2	2.4	3	27.7	4	41.4	5	27.0	Agreeable
Approachable	1		2		3		4		5		Committed
Confident	1	21.1	2	37.7	3	32.8	4	7.3	5	1.1	Uncertain
Unimaginative	1	2.4	2	9.8	3	46.5	4	29.4	5	11.8	Imaginative
Creative	1	13.3	2	27.0	3	46.9	4	10.8	5	2.0	Uncreative
Cautious	1	7.0	2	25.2	3	59.9	4	5.6	5	2.3	Risk-taking

50 Do you have any suggestions for improving library services and resources for distance education?

_____

_____

_____

Thank you for staying until the end

Please return this questionnaire in the stamped self-addressed envelope provided.

CODING INSTRUCTIONS FOR STUDENT QUESTIONNAIRE

3. Remoteness code:
   - 1 Major Centres
   - 2 medium-sized communities
   - 3 remote towns
   - 4 Southern Ont. and out-of-province

5.
   - 1 Student lives in the same town or within a 70 km radius of the university in which enrolled.
   - 2 Student lives in the same town or within a 70 km radius of the college in which enrolled.
   - 3 Student lives in the same town or within a 70 km radius of another university.
   - 4 Student lives in the same town or within a 70 km radius of another college.
   - 5 Student has no easy personal access to university or college.

6.
   - 1 Gen. Arts (Sociology, Psychology, Français, Women's Studies)
   - 2 Gen. Science, Math, Statistics
   - 3 Business - math, accounting, marketing
   - 4 Health Care (incl. psychology in nursing program)
   - 5 Social Services
   - 6 Pedagogy
   - 7 Travel, Tourism (i.e. Hotel Management)
   - 8 Religious Education, Theology
   - 9 Other (i.e. professional housekeeping)

14. ix) other:
   - 1 - more convenient than night classes.
   - 2 - no other way to take courses in French.
   - 3 - better salary
   - 4 - other

19.
   - 7 bought from bookstore
   - 8 personal visit to university
   - 9 televised programs
   - 10 video cassettes
   - 11 combined: purchase & library
   - 12 combined distanced education & library

22.
   - 1 library of religious institution, hospital, other institution
   - 2 high school library
   - 3 personal visit
   - 4 TV
   - 5 bought them
   - 6 other: i.e., gov't publications

29. 1 general comment on distance/time factor
2 books already out on loan (inadequate resources)
3 non-enforcement of library policies, i.e., loan period
4 ILL process long between libraries

5 slow mail, unreliable

6 d. ed. administrative problem, (i.e., course material not received in time)
7 miscellaneous (staff has backlog)
(student disorganized)

36. Advantages

1 general comment on pluses of A-V equipment in general

2 general comment on VCR use

3 general comment on teleconferencing

4 general comment on personal computers

5 value of photocopier

6 VCR: possibility of replay/review, makes up a bit for inability to question

7 VCR/A-V: more interesting - provides variety of presentation

8 VCR:A-V: breaks monotony of reading tons of photocopies. more easily remembered

9 A-V: visual presentation more enjoyable

10 Computer/teleconf.: allows communication student-prof. - some contact at least

11 VCR:A-V: can work at home, at own convenience

12 VCR:A-V: inclusion - some feeling of participation and contact

13 TVO: can view at home, don't have to travel

14 personal computer for writing, text editing

15 satellite receiving dish

16 gen'l favourable comment re d.ed., good service, no problems.

17 summary approach of A-V presentations good

18 toll-free telephone

36. Disadvantages

1 VCR/A-V: must be well-produced, technically good, clear or else boring.

2 VCR/A-V: must be clearly related to course content

3 VCR/A-V: must be up-to-date

4 VCR/A-V: need equipment or travel to view (some can't be loaned)

5 VCR:A-V: equipment may be old, outdated, facilities for viewing poor cumbersome if it has to be transported elsewhere

6 personal computer: cost factor

7 personal computer: no help for technical troubles, general skills

8 personal computer: 2-way compatibility problems

9 electronic modes of communication limit learning strategies

10 poor organization at local site

11 loan periods too short, especially if mail service used

12 general comment on distance education (i.e. if you have questions, it's hard to get an answer, no face to face contact, etc.)

13 general comment on need for more use of technology in d.ed. methodology

14 accessibility - equipment not free

39. b) v) other: 5 - get from instructor
6 - other instn. library

c) v) other: 5 - self search

46. 1 yes, wants to know more about what's offered.
2 written info.; list of services provided with course pkg, special brochures.
3 adv. services in local newspaper, radio (public media)
4 constant/regular publicity
5 open house - i.e., get people in to see, show how to use
6 No - nothing more needed
7 A-V presentation by staff

47. o) Other:
1 too long to get books
2 evening staff usually can't help
3 instructor discourages it
4 physical space - noisy, not conducive to work
5 overwhelming
6 students own schedule, family, etc.

50.
1 general - favourable - satisfied customer
2 general - negative - needs not specified

3 not aware of services available
4 need more info. (written, from instructor, librarian) info sessions
5 improve local/regional library to function as Resource Centre
6 more books - general

7 more univ. level material appropriate to courses, up-to-date current references
8 better ILL service (specific)
9 faster processing generally/reduced delays in arranging reqeusts/Staff allocated to d.ed.
10 multiple copies, to avoid long wait
11 "recommended readings" on reserve in library
12 extended borrowing privileges (longer loan period)
13 extended hours of service
14 faster deliver (mail)
15 lend course video-cassettes for home use

16 better contact instructor - library
17 better contact public library - college, university offering course
18 better d.ed. admin, i.e., ensure materials at site before course begins
19 computer/teleconferencing links between libraries, instructor
20 library staff more accessible (helpful, welcoming) - show "how to use" equipment, services
21 library staff more knowledgable re courses
22 physical space in library - more privacy, study area
23 write exams
24 general comment on d.ed.
25 want library to function as bookstore
26 direct access to <u>other</u> university libraries
27 no changes for photocopies, returning books by mail
28 toll-free phone
29 service in French
30 shelf lists of books & journals available from university at local library

D. 3

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641
Developing Partnerships Project

April 21, 1988

Dear Student,

This survey is part of a project to investigate library services and resources for distance education in Northern Ontario. Major funds for the project have been provided by the Northeastern Regional Coordinating Centre of Contact North/Contact Nord, part of a major initiative for the north established by the Ministry of Colleges and Universities. Additional funds were received from the Ontario Council for University Continuing Education.

Contact North/Contact Nord was established to support significant educational developments in communities across Northern Ontario. Such developments should help to increase human resources and workplace skills, and strengthen the economic basis of the north. OISE is delighted to have been given the opportunity to participate in this important initiative.

We want to know about your experiences and opinions as a student who has taken at least one distance mode course. Your responses to this survey will help us to better understand the advantages and the difficulties experienced by distance education students. Results of the survey will assist in making recommendations about future library services.

We assure you that your responses will be strictly confidential. Only the three members of the OISE research team will have access to this information. Please sign the form below and return it with your completed questionnaire at your earliest convenience.

Thank you for your cooperation.

Yours sincerely,

Elizabeth Burge Judith Snow
Principal Investigators

Joan Howard
Research Officer

( ) I agree to participate in the survey study on library-based support for distance education.

_____
Signature

( ) I do not agree to participate in the survey study on library-based support for distance education.

_____
Signature

APPENDIX E

Library Services to Off-Campus Students:

A Selected Bibliography

October 1988

Library Services to Off-Campus Students:

A Selected Bibliography

A. Books and Reports

Affleck, Del. "A Proposed Model for the Provision of Library Services to Academic Distance and Other Off-Campus Educational Programmes in Saskatchewan." Unpublished manuscript. July 1987.

Outlines a cost-effective model for library support to off-campus programmes.

American Library Association. Association of College and Research Libraries Standards and Accreditation Committee. **Guidelines for Extended Campus Library Services.** Draft. January 1982.

Appavoo, Patricia. "Library and Information Access in Distance Education: The Role of Technology." Paper presented at **The Thirteenth World Conference of the International Council for Distance Education,** Melbourne, Australia, 13-20 August 1985.

States that the electronic library is the natural form for distance education library services, and stresses the need to prepare the groundwork for the use of the new technology.

Awcock, C. **Results of a Survey of Resource Centre Services to External Students of Toorak State College.** Toorak, Vic.: State College of Victoria, 1980.

Barret, J., and McDonald, R. "Some Student Perceptions of External Library Services." Unpublished report. Perth, Aust.: Murdoch University, 1981.

Bladgen, Pauline. **The Library Needs of Part-Time Students Preparing for Professional Examinations.** Library Research Digest No. 10. London, Eng.: City of London Polytechnic, Library and Learning Resources Service, 1984. (ERIC Document ED 253 225).

Part-time students at the City of London Polytechnic were questioned in order to assess their needs and to assist in the provision of appropriate library facilities.

Brockman, J.R., and Klobas, J.E. **Libraries and Books in Distance Education.** Perth, Aust.: Western Australian Institute of Technology, 1981.

Bynner, John. **Masters Teaching in Distance Education.** Draft. Open University, n.d.

Includes a brief discussion of the importance of library services and activities at University of Queensland and Deakin.

Conley, Pamela. "Some Observations on Off-Campus Library Services in Ontario in 1987." Unpublished paper. Peterborough, Ont.: Trent University, 1988.

Brief overview of activities at eight Ontario institutions.

Crocker, Christine, ed. **Guidelines for Library Services to External Students.** Ultimo, N.S.W.: Special Interest Group on Distance Education, Library Association of Australia, 1982.

Crocker, Christine, ed. **Library Services in Distance Education: Proceedings of a National Workshop, Brisbane, June 1981.** Ultimo, N.S.W.: Special Interest Group on Distance Education, Library Association of Australia, 1982.

Includes following chapters:

Fisher, R. "Common Problems in Library Resources for Off Campus Students," pp. 3-10.

Fisher, R. "The Need for Standards in Adequacy of Library Services to Off Campus Students," pp. 42-46.

Radford, N.A. "Library Service to External Students: Problems, Responsibilities, and the Need for Standards," pp. 28-41.

Dale, Sheila, and Schippers, Gus. "Back-up Resources for Distance Learning: Overview and Examples from the Dutch and British Open Universities." Round Table on Continuing Professional Education (29-RTCPE-1-E), **53rd IFLA Council and General Conference,** Brighton, U.K., 16-21 August 1987.

A brief discussion of library activity in Dutch and British open universities.

Distance Learning and Adult Students: A Review of Recent Developments in the Public Education Sector. Leceister, Eng.: ACACE, 1983.

Brief mention of possible support by public libraries.

Gains, Derek. "The Open University, Continuing Education and Adult Learning: Notes Toward the Definition of a Role for Library Services." Unpublished paper. Milton Keynes, U.K.: The Open University, 198?

Gray, John. **Library Services in Distance Education: Proceedings of a National Seminar Held by the SA College of Advanced Education Library and the University and College Libraries Section (SA) of the Library Association of Australia, Adelaide University, August 1985.** Adelaide, Aust.: South Australian College of Advanced Education Library, 1986.

Outlines guidelines for service and provides examples of individual library activities (including a paper by Keith Harry outlining library service in the Open University).

Hannabuss, C.S. "The Impact of Independent and Open Learning on UK Libraries Since 1970." In **Aspects of Educational Technology**, vol. XV, pp. 49-55. Edited by F. Percival and H. Ellington. London, Eng.: Kogan Page, 1981.

Harry, Keith; Cunningham, R.M.; and Edge, T.A. "A Comparative Study of Library Services at the Open University, the Open Learning Institute and Athabasca University." Unpublished manuscript. (n.d.)

Harry, Keith. "A Selective Bibliography on Study Centres and Their Functions, and on Applications of New Technology in Student Support." In **An Australian Casebook of Study Centres in Distance Education**, pp. 113-30. Edited by A.S. Castro, K.T. Livingston, and P.H. Northcott. Geelong, Vic.: Deakin University, Distance Education Unit, 1985.

Holmberg, B. **Recent Research Into Distance Education.** 2 vols. Hagen: FeinUniversitat Gesamthochschule, 1982.

Long, Peter R. "Towards a Model of Institutional Supports for Part-Time Learners in Post-Secondary Education: Case Studies Ontario, Canada, Queensland, Australia." Ed.D. dissertation, University of Toronto, 1986.

Very brief mention of library services (p. 96).

McCabe, Gerard B. "Library Services for the Distant Learner, the Clarion State College Libraries' Experience." Paper presented at **The Annual Conference of the National University Continuing Education Association**, Reno, Nev., April 1983. (ERIC Document ED 232 684).

Mays, T., and Winter, A. **A Library Loan Hotline: An Investigation into Costs and User Acceptance of a Telephone Service for Catalogue Inquiry by Distance Students.** Waurn Ponds, Vic.: Deakin University Press, 1985.

A pilot project examining an innovative telephone communications system.

Miller, Keith A., and others. "Library Use and Preferences: A Comparison of On-Campus and Off-Campus Students at the University of Wyoming." Paper presented at **The 2nd Articulation Conference on Library Services to Off-Campus Students,** Jackson Research Center, Jackson, Wy., 25 September 1984. (ERIC Document ED 256 348).

Research undertaken to gather data about student perceptions of library services and to establish baseline data on the characteristics of traditional on-campus students and non-traditional off-campus students. Used a survey questionnaire. Results showed differences and similarities between the two groups, and provided insights into ways library sevice to off-campus students can be improved.

Montgomerie, T. Craig. "Facilitating 'Extended Campus' Graduate Education Through Electronic Communications." Paper presented to **The Conference on Communications Technology in Higher Education,** Moncton, N.B., 30 April to 2 May 1986.

Brief description of library services.

Mugridge, Ian, and Kaufman, David, eds. **Distance Education in Canada.** London, Eng.: Croom Helm, 1986.

Notes there is little research on services for students studying at a distance. Identifies how services are best provided, and to what extent students use them.

The Off-Campus Library Services Conference. **Proceedings.** St. Louis, Mo., 14-15 October 1982. Mt. Pleasant, Mich.: Central Michigan University Press, 1983.

Presents descriptions of services offered at numerous American universities and colleges.

The Off-Campus Library Services Conference. **Proceedings.** Knoxville, Tenn., 18-19 April 1985. Mt. Pleasant, Mich.: Central Michigan University Press, 1986.

Includes the following major Canadian studies:

Bishop, Betty A., and Clinton, Marshall. "Delivery Systems for Remote Communities Off-Campus Library Services at Lakehead University," pp. 10-22.

Slade, Alexander L. "Thirteen Key Ingredients in Off-Campus Library Services: A Canadian Perspective," pp. 212-32.

The Off-Campus Library Services Conference. **Proceedings.** Reno, Nev., 23-24 October 1986. Mt. Pleasant Mich.: Central Michigan University Press, 1987.

Papers address the current situation in place in the United States, Great Britain and Canada. Patricia Appavoo of Athabasca University, Sheila Latham of the University of Lethbridge, and Alexander Slade of the University of Victoria present various aspects of the Canadian scene.

Open University Working Group on Student Library Services. **Report.** Milton Keynes, U.K.: Open University, 1979.

Payne, Philip, ed. "The Part-Time Student in the Library." Papers of a **Conference Held at City of London Polytechnic,** London, Eng., 15-16 April 1982. (ERIC Document ED 234 803).

Twenty-three papers deal with the information needs of part-time students in United Kingdom universities, polytechnics, and further education colleges, and with library and information services for the adult learner.

Pritchard, Alan, and Payne, Philip. **Part-Time Students: Their Use of a Polytechnic Library.** London, Eng.: City of London Polytechnic, Library and Learning Resources Service, 1980. (ERIC Document ED 191 489).

Survey identifies additional services desired by part-time students, reasons for not using the library, and extent of use of other libraries.

Reid-Smith, Edward R., ed. **External Studies in Library and Information Science.** Wagga Wagga, N.S.W.: Office of 'Research in Librarianship', 1980.

Examines the problems and needs of distance students in one area of study.

Slade, Alexander L., and Webb, B. "Canadian Off Campus Library Services Survey." **Unpublished Report.** Victoria, B.C.: University of Victoria, 1985.

A brief discussion of the project outlined in the 1985 **Proceedings** of the Off-Campus Library Services Conference.

Slade, Alexander L. **The Second Canadian Off-Campus Library Services Survey, 1988: Final Report.** Victoria, B.C.: University of Victoria, 1988.

A follow-up to the first survey undertaken in 1984/85, this report provides much more detailed information on off-campus library services in Canada. Objective of the survey was to determine how many universities and colleges provide some library support and to tabulate the types of support.

Smith, Vernon. **Public Libraries and Adult Independent Learners: A Report.** Working Paper 27. London Eng.: Council for Educational Technology, 1987.

Store, Ron, and Laurel, Clyde. **Looking Out From Down Under: A Preliminary Report of a Survey of Library Services to External Students in Australia and Overseas.** Townsville, Aust.: CAE, 1981.

Swift, Betty. "Studying As an Open University Postgraduate: The Students' Perspective." A paper presented for **The Higher Degrees Committee of the Open University.** Milton Keynes, U.K.: The Open University, 1981.

Includes responses on adequacy of library facilities and reports on problems regarding library use.

Winter, Andrew, and Cameron, Margaret. **External Students and Their Libraries: An Investigation Into Student Needs for Reference Material, the Sources They Use, and the Effects of the External System Within Which They Study.** Geelong, Vic.: Deakin University, 1983.

Investigates attitudes of external students (from ten tertiary institutions in Australia) toward library services and the patterns of use of these services.

Wiseman, John. **Library Service to Part-Time Students at Trent University: A Study.** 1976. (ERIC Document ED 157 501).

Study began as a joint venture between Trent University and Queen's University. Only the Trent report is included in this document.

B. Journal Articles

Allen, G.G. "The Role of the Library in Higher Education and the Implications for the External Mode of Study: An Australian Perspective." **Higher Education** 11, no. 5 (September 1982): 531-42.

Stresses need for study of library services in external education.

Cameron, Margaret, and Winter, Andrew. "Off Campus Students and the Library." **Currency,** no. 3 (1983): 14-15.

Off-campus students experience, and perceive, real disadvantage in their use of library reference material, a study by Deakin staff has shown.

Crocker, Christine. "Library Services to External Students: A Shared Responsibility." **Australian College Libraries** 2, no. 1 (1984): 32-39.

Dale, Sheila M. "The Librarian as a Member of the Course Team." **Coombe Lodge Report** 11, no. 9 (1978): 317-24.

Dale, Sheila M. "The Three L's -- Libraries, Literature and Learning." **Teaching at a Distance**, no. 22 (Autumn 1982): 72-76.

Drodge, S. "Open Learning and Libraries." **Assistant Librarian** (October 1983): 144-45.

Gorman, G.E. "Collection Development and Acquisitions in a Distance Learning Environment." **Library Acquisitions: Practice & Theory** 10 (1986): 9-11; 11. no. 1 (1987): 45-84.

Haworth, D. Elaine. "Expectations of Teaching Staff Concerning Library Use by External Students." **Australian Academic and Research Libraries** 13, no. 3 (September 1982): 153-60.

Haworth, D. Elaine. "Library Services to the Off Campus and Independent Learner: A Review of the Literature." **Journal of Librarianship** 14, no. 3 (July 1982): 157-75.

Includes a bibliography of 67 major references.

Howard, Sheila. "Libraries in Distance Education." **Canadian Journal of University Continuing Education** 11, no. 1 (February 1985): 45-58.

Notes that a review of research on distance education states that "the library in distance education has so far been given scant attention in spite of the evident importance of the subject."

Howard, Sheila. "Library Use Education for Adult University Students." **Canadian Library Journal** 40, no. 3 (June 1983): 149-55.

Examines adult student chracteristics which have implications for orientation and bilbiographic instruction. Presents suggestions for increasing the effectiveness of library use education for adults.

Howes, B.R. "Library Services to External Students." **Australian Academic and Research Libraries** 14 (June 1983): 85-90.

Johnson, Jean S. "The Wyoming Experience With the ACRL 'Guidelines for Extended Campus Library Services'." (February 1984): 76-78.

Confirms that very little has been written about off-campus library service except in Australia.

Kascus, Marie, and Aquilar, William. "Providing Library Support to Off-Campus Programs." **College and Research Libraries** 49, no. 1 (January 1988): 29-37.

Stresses importance of library services in the face of increased off-campus programmes mounted as a means to redress declining enrolments.

Kelly, Glen J. "The Development of Acquisitions and Collection Services for Off-Campus Students in Northeastern Ontario: An Important Library Collection Development Issue or Merely an Issue of a More Efficient Materials Handling and Delivery System?" **Library Acquisitions: Practice & Theory** 11 (1987): 47-66.

Deals with problem (experienced by Laurentian University) of providing library collection and acquisition services to off-campus students. Stresses need for further research on services designed to meet specialized requirements of the extramural university student.

Luebbert, K.M. "Webster University's Library Service to Extended Sites." **Show-Me Libraries** 36 (October-November 1984): 59-62.

Mount, Joan, and Turple, Joan. "University Library Service for Off-Campus Students." **Canadian Library Journal** 37, no. 1 (February 1980): 47-50.

Describes off-campus library services at Laurentian University.

Orton, Larry, and Wiseman, John. "Library Service to Part-time Students: A Survey at Trent and Queen's Universities." **Canadian Library Journal** 34, no. 1 (February 1977): 23-27.

An early survey which indicated lack of resources and delivery of materials to be a problem.

Rowley, Peter. "Distance Library Provision in Education from University Adult Continuing Education Experience." **Education Libraries Bulletin** 30, part 1 (Spring 1987): 15-23.

Describes the provision of library services to support the work of the Department of Continuing Education of Liverpool University. Problems are discussed and solutions suggested.

Scott, R. Neil. "The University of Oxford's Approach to Adult and Continuing Education." **Journal of Academic Librarianship** 14, no. 1 (March 1988): 15-23.

Includes and interview with Alan Trump, who outlines the positive and negative features of his library's service to off-campus students.

Slade, Alexander L. "The Evolution of Library Services for Off-Campus and Distance Education Students in British Columbia." **PNLA Quarterly** 51, no. 2 (Winter 1987): 34-38.

Store, Ron., and others. "Distance Education and Library Services: Planning and Implementation in a Small Regional College." **Australian Academic and Research Libraries** 9 (1978): 137-47.

Store, Ron. "Library Services in Distance Teaching: Present Realities and Future Possibilities." **Australian Library Journal** 30, no. 3 (1981): 82-86.

Whitehead, Martha. "Collection Development for Distance Education at the University of British Columbia Library." **Library Acquisitions: Practice & Theory.** 11, no. 1 (1987): 67-74.

Wilson, T.D. "Learning at a Distance and Library Use: Open University Students and Libraries." **Libri** 28, no. 2 (1978): 270-82.

Winter, Andrew. "Off-Campus Students: Their Needs for Reference Material and the Influence of the Off-Campus System in Which They Study." **Open Campus,** no. 9 (1984): 96-107.

Outlines pertinent aspects of the 1983 report completed by Winter and Cameron.